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ABSTRACT

One of a series of resources for teaching sociology at the postsecondary level, this volume contains syllabi and instructional materials for courses in juvenile delinquency. Material is divided into two parts. Part One consists of 16 syllabi ranging from those stressing theory to those which are more directly concerned with the practical problems of justice administration. For example, the first syllabus begins with a social history of delinquency and focuses on major causal theories; the last syllabus examines the juvenile justice process from arrest to incarceration. The syllabi have been selected from university and college courses taught around the country. For each one, the following information is generally provided: instructor, university, course description, course requirements, readings, and a course outline. Part Two contains seven additional articles and documents, some of which were written originally for this volume. Writing and research by both teachers and students, field work and internships, and procedures for developing an active sociological perspective are considered in these articles. The volume concludes with a list of contributors. (LP)

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Resource Materials for Teaching

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SYLLABI AND INSTRUCTIONAL MATERIALS FOR COURSES IN JUVENILE DELINQUENCY

Edited by

John Broderick
Stonehill College

for the American Sociological Association
Teaching Resources Center

SO 015 960

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FORWARD

This syllabi set is designed to be user friendly.

PART ONE consists of sixteen syllabi ranged along a rough continuum from those stressing theory to those which are more directly concerned with the practical problems of justice administration. The first syllabus, that of John Stensrud, begins with a social history of delinquency and focuses primarily on major causal theories. The last, that of Patricia Watson, examines the juvenile justice process from arrest to incarceration. Readers interested in theoretical matters may wish to begin with the first syllabus, while those with a principal interest in justice administration may prefer to begin with the last and work toward the beginning. Others may prefer to start somewhere in the middle and work in either direction. To make a comfortable starting point easier to find the index contains annotative comments on each syllabus.

PART TWO contains seven additional articles and documents, some of which were written originally for this volume. These generally concern "doing" rather than "teaching". Writing and research by both teachers and students, field work and internships, and developing an active, sociological perspective are considered in these brief "how to" articles.

For those interested in obtaining more material a list of contributors with mailing addresses is appended.

This is one in a set of similar documents that was begun by the ASA Section on Undergraduate Education in 1977. The first volume published, on Introductory Sociology, is now in its fifth printing. Since that time sets have been added in such fields as Marriage and the Family, Medical Sociology, Social Problems, Sociology of Education, Sociology of Sex and Gender, and more recently, Criminology and Social Change. More titles are forthcoming and the Teaching Resource Center of the ASA continues to solicit new material. In the past seven years the resource materials available have become more diversified and include much more than course syllabi. (Probably the simplest way to keep up with this changing material is to join the Undergraduate Education Section of the ASA.) Since the beginning, this material has been priced to cover only the costs of preparation and distribution and this is again the case.

The contents and formats of the syllabi sets vary according to the field being covered and the material available. In the present case material was solicited through notices in the professional publications of the ASA, the Academy of Criminal Justice Sciences, and the American Society of Criminology as well as through direct mailings and personal solicitations at conventions. Final selection of material was made on the basis of anticipated interest and practical application by teachers. Although the thoroughness and usefulness of the syllabi selected obviously

vary, selection was not made on the basis of what was thought to be "good" or "bad". This is intended to be a package of diverse material which should stimulate discussion and innovation. As is the case with other documents in the series, no endorsement of the material is intended.

Should you find any of the material to be useful please acknowledge that use. A simple note to the colleague who has provided the material would be appreciated and would contribute to further dialogue.

As an initial acknowledgement I would like to thank Carla B. Howery, Coordinator of the Teaching Services Program, and Professor Richard A. Wright of McPherson College who has co-edited the syllabi set on Criminology. Their cordial assistance made my task much easier.

A Note on Future Use

The Teaching Resources Center intends to revise and update these syllabi volumes on a three year cycle if there is sufficient interest. The present volume could be greatly expanded and improved with the cooperation of colleagues who are present users. Anyone wishing to send me material for the future revised volume can rest assured that such material will be carefully guarded and passed on to the editor or editors of the forthcoming revision. Anyone interested in editing the next volume is also invited to assist. My address, with these of all other contributors, is at the end of this document.

J. B.

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1. Juvenile Delinquency 1
   John R. Stensrud
   SUNY - Brockport

   This course has heavy emphasis on the historical origins of the notion of childhood and the creation of delinquency. It is more heavily theoretical than most but also contains a section on delinquency and legal process. Professor Stensrud also provides a note on term paper proposals.

2. Juvenile Delinquency 4
   David O. Friedrichs
   University of Scranton

   This course focuses on both theory and sociology of law. The syllabus contains a detailed section on supplemental assignments which include, among other things, group projects, debates and autobiographical analysis. A lengthy list of debate topics is included. Professor Friedrichs has also written an article on "Teaching Delinquency from a Critical Perspective" for the second section of this volume.

3. Juvenile Delinquency 9
   Patrick Donnelly
   University of Dayton

   After presenting basic introductory data Professor Donnelly introduces students to competing theoretical explanations. This syllabus will be of interest to teachers who wish to develop the analytic skills of their students. It stresses evaluation of competing ideas rather than presentation of clear cut definitive answers.

4. Juvenile Delinquency 12
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   Northern Michigan University

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5. Juvenile Delinquency 20
Timothy Fiedler
Carroll College

Theory, policy, prevention, control and critical evaluation. All of these are touched upon in this detailed syllabus for a sophomore level course. Professor Fiedler weaves the topical outline and the assigned readings together in a manner that probably discourages omission of reading assignments. As with other syllabi, an objective of the course is to develop critical thinking and communications skills.

6. Crime and Delinquency Prevention 26
Mary J. Hageman
Virginia Commonwealth University

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8. Juvenile Corrections and Institutional Treatment 33
Richard Dodder
Oklahoma State University

Professor Dodder's contribution consists of brief descriptions of a two course sequence which frequently leads to internships in social service agencies. The two syllabi also contain brief bibliographies that would be of interest to teachers new to the field of delinquency studies.

9. Etiology of Delinquent Behavior 34

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10. Treatment and Control of Delinquency 37
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Indiana University of Pennsylvania

Similar to syllabi 7 and 8, Professor Melodini's two course sequence stresses first theory and then social control. These syllabi differ from most in the set in that students are divided into work groups and a chairperson is assigned for each group.

11. Introduction to the Juvenile Justice System 39
Mary J. Hageman
Virginia Commonwealth University

This is the second syllabus submitted by Professor Hageman. It concerns a general survey of the juvenile justice system. A unique feature of this syllabus is the detailed example of "Guided Design" as an instructional method.

12. Juvenile Delinquency 49
William B. Waegel
Villanova University

Teacher who wish to develop a terse, to-the-point syllabus that clearly tells the student what is expected will find Professor Waegel's contribution to be instructive. This course allows students options concerning course work and evaluation.

13. Juvenile Justice Law 52
Darrell L. Schlotterback
Auburn University at Montgomery

This course has both an historical and case oriented approach. It is also a senior level course. The second section of this volume contains an interesting piece by Professor Schlotterback on "How to Brief a Case".

14. Juvenile Delinquency 54
Submitted by Susan H. Gray
New York Institute of Technology

This syllabus is the general course outline used at NYIT. In submitting it for use here Professor Gray also provided her own version with an alternate text and this has been noted within the syllabus. It also contains an extensive supplementary reading list and detailed student assignments. Readers wishing to develop their own bibliographies will find this, and syllabi 7 and 8 useful.

15. Juvenile Delinquency and Juvenile Justice. 64
Stanley L. Swart
University of North Florida

This course relates a general understanding of delinquency to the operation of the juvenile justice system. Professor Swart provides interesting details about a term paper assignment which requires linkage between a theory of delinquency and the justice system.

16. Juvenile Justice Administration 67
Patricia S. Watson
University of South Carolina

This is an upper level course for both undergraduates and graduate students. Primary focus is on the history and purpose of the juvenile court. Dean Watson provides extensive comments on course requirements which will be of interest to anyone designing an upper level justice administration course.

PART TWO: ADDITIONAL INSTRUCTIONAL MATERIAL

1. Careerism, Liberal Arts and the Creative Use of Syllabi Sets — 72
John Broderick
Stonehill College

This relates some of the material in the volume to a Millsian conception of undergraduate education.

2. Teaching Delinquency from A Critical Perspective — 74
David O. Friedrichs
University of Scranton

Within the past ten to fifteen years the "critical" perspective has become a prominent feature of both introductory sociology texts and undergraduate sociology education in general. The late arrival of the critical view in delinquency studies seems to be an example of Ogburn's culture lag. This article by David Friedrichs was requested by the Editor to help correct the lag.

3. Key Issues in Writing About and Teaching Juvenile Delinquency at the Undergraduate Level — 80
Robert C. Trojanowicz and
Merry Morash
Michigan State University

Many of the teachers who wrote the syllabi in Part One indicated a need to link units on theory with those on social control. In a brief article written for this volume Robert Trojanowicz and Merry Morash suggest one way that this transition from theory to treatment and control can be handled. They stress an historical approach and development of the students' analytical skills.

4. Advice to Teachers Planning to Write — 83
Peter C. Kratcoski
Kent State University
and
Lucille Dunn Kratcoski
Research Associate,
Tallmadge, Ohio

Most teachers who have taken the time to develop detailed syllabi for their own courses have probably entertained the thought of turning their material into a textbook. Peter Kratcoski and Lucille Dunn Kratcoski provide practical suggestions for colleagues who are planning the transition from teacher to textbook author.

5. How to Brief a Case 86
David L. Schlotterback
Auburn University at Montgomery

Several of the syllabus authors who wrote in Part One commented on the need to develop the student's analytic ability and writing skills. Darrell Schlotterback suggests that these skills can be developed by having students write briefs. The "How To" comments are followed by examples.

6. Guidelines for Student Research Reports 91
Timothy Fiedler
Carroll College

Teachers wishing to avoid lengthy discourses on paper writing while still assuring themselves that student offerings will be up to standards should find this contribution interesting. Timothy Fiedler's guidelines could easily be adapted as a one page handout on paper writing suitable for the requirements of other instructors and institutions.

7. General Guidelines for Internships 92
submitted by Dean Patricia S. Watson
College of Criminal Justice
University of South Caroline at Columbia

Often the first off-campus contact with delinquency is in an internship program. On the assumption that most users of this volume will be helping, at least indirectly, to prepare student interns this material has been adapted from the USC Internship Manual. Dean Watson has agreed to provide additional information for colleagues who request it.

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PART ONE: SYLLABI

1. Juvenile Delinquency
SOC 475/575

John R. Stensrud
Department of Sociology
SUNY - Brockport College

Course Description and Objectives

This course overviews the major causal theories of juvenile delinquency. Its major objectives are to examine: (1) the historical origins of the notion of childhood and the creation of delinquency; (2) the extent and nature of delinquency in this society; (3) the major theories and explanations of delinquent behavior; and (4) review society's reactions to delinquent behavior.

Course Requirements

There will be two midterm examinations, weekly quizzes, a final examination and one short term paper (4-6 pages) due two weeks before the final class meeting. Warning: Failure to take an examination or the failure to turn in a paper when due will be allowed only upon the presentation of a valid medical excuse within a week of the examination or due date of a paper. Otherwise, absences from either the midterms or final examinations or failure to hand in a paper will result in an "F". Students are also advised to avoid making travel plans that would take them away from Brockport during scheduled examinations. Also, all term papers are to be typed, double-spaced, and are to include proper citations and documentation (i.e., a bibliography and footnotes).

Required Texts

Thornton, William et. al., DELINQUENCY AND JUSTICE (1982)
Giallombardo, Rose, ed., JUVENILE DELINQUENCY: A BOOK OF READINGS (1982)
Rojek, Dean and Gary Jensen, READINGS IN JUVENILE DELINQUENCY (1982)
Sanders, William. JUVENILE DELINQUENCY: CAUSES, PATTERNS, AND REACTIONS (1981)

Course Outline

1. The Social History of Delinquency
   A. The Invention of Childhood and Delinquency
      Week 1 - Introduction
         Readings: Thornton, et al., Chapter 1, pp. 3-29

Week 2 - The Social History of Delinquency
Readings: Rojek and Jensen, Section Two, pp. 25-54

B. Measuring Delinquency
Week 3 - The Data of Delinquency: Problems of Definition and Measurement
Readings: Giallombardo, Section One, pp. 1-90
Week 4 - Official Statistics, Self-Reports and Victimization Surveys Midterm I - February 14

II. Theories of Delinquency
A. Biological Approaches
Week 5 - Genetic and Biological Control Theories
Readings: Thornton, et. al., Chapter 3, pp. 67-86
B. Psychological Approaches
Week 6 - Personality and Psychodynamic Control Theories
Readings: Thornton, et. al., Chapter 4, pp. 87-111
C. Sociological Theories of Delinquency
Weeks 7-8 - Classical Theories of Delinquency
Readings: Thornton, et. al., Chapter 5, pp. 112-138
Giallombardo, Chapters 7-21, pp. 91-142
Weeks 9-10 - Contemporary Theories
Readings: Thornton, et. al., Chapter 6, pp. 139-182
Giallombardo, Chapters 13-23, pp. 143-277
Sanders, Chapters 4-5, pp. 62-95
Stensrud, "Focusing on Delinquency: A Network Theory"
Midterm II - April 3

III. Processing Delinquents
A. Characteristics and Correlates of Delinquency
Weeks 11-12 The Characteristics of Delinquency and Delinquents
Readings: Thornton, et. al., Chapters 7-11, pp. 183-217
B. Delinquency and Justice
Weeks 13-14 Legal Processing, Treatment and Prevention
Readings: Thornton, et. al., Chapters 12-15, pp. 310-437
Giallombardo, Section Four, pp. 343-441
Rojek and Jensen, Section Eight, pp. 275-304
Giallombardo, Chapter 35
Papers Due April 24

Term Paper Proposals for Juvenile Delinquency

A proposal containing a statement of the purpose of your paper along with a mini-bibliography containing at least 6 items, 3 from appropriate academic journals (e.g., ASR, AJS, Journal of Social Psychology) and either 3 books (not textbooks) or Doctorial Dissertations on the topic of your paper should be submitted with the proposal of your paper.

Your proposal should include: 1) an introduction that explains in detail what you will examine or analyze (otherwise known as a statement of the problem) and why (the "purpose of your paper"); 2) a detailed explanation of how you will be analyzing your topic investigation; and 3) a section that explains the results you expect to find.

The following is a partial list of the many possible sociological frameworks which may be chosen to analyze the substantive topic of your paper:

1) Conflict Theory
2) Ecological Analysis
3) Strain Theories
4) Labelling Theory
5) Social Control Theory
6) Cultural Deviance Theories
7) Socialization and Identity
8) Focus Theory and Network Analysis

You may choose to work with an analytical framework not listed above, but you should consult with me beforehand to be sure that it is an appropriate framework for this class.

The choice of topic or substantive content of your paper is left completely to you. It can be on virtually any topic. The trick of this assignment (i.e., the term paper) is to make it sociological. Your proposal should not only indicate what the substantive content of your paper will be about, but also the sociological importance of it.

Your proposal is limited to 350 words (roughly 1 1/2 typed pages). Do not beat around the bush, get to the point. This proposal is due April 3, 1984. Your paper is due three weeks later. Good luck.

2. Juvenile Delinquency

David O. Friedrichs
Department of Sociology/Criminal Justice
University of Scranton

Texts

1. William B. Sanders. Juvenile Delinquency: Causes, Patterns, and Reactions (1981)
2. Claude Brown. Manchild in a Promised Land (1965)

Course Description

This course attempts to provide a basic understanding of the phenomenon of juvenile delinquency. It begins with a discussion of the problems of defining, studying and measuring delinquency. The development of law relating to juveniles is explored, with special attention to recent, important decisions. The course then focuses upon theoretical perspectives on, and explanations for juvenile delinquency; some attention is directed at the relationship between such variables as age, status, personality, family situation, economic conditions, etc., and delinquency. The question of whether there are "typical" delinquents, and whether delinquency can be predicted, is dealt with in this context. Typologies of delinquency are discussed, with each of the major types of delinquency analyzed. The final part of the course deals with juvenile justice; in terms of the role of the police, juvenile courts, and juvenile corrections in responding to delinquency. The course ends with a review of major strategies for preventing delinquency, especially newer, more innovative approaches.

Course Requirements

Three one period exams (mixture, objective and essay); participation in class debate (alternative: possibility of paper). Class discussion strongly encouraged. (Requirements subject to change with due notice).

I. The Phenomenon of Juvenile Delinquency: The Definition, Study, and Measurement of Delinquency
   Sanders, Ch. 1, The Phenomenon of Juvenile Delinquency
   Brown, Foreword, Chs. 1-2

II. Explaining Delinquency: Theoretical Perspectives
   Sanders, Ch. 2, Explaining Delinquency
   Ch. 3, Delinquency and the Social Structure
   Ch. 4, Delinquency, Social Situations, and Interactions
   Ch. 5, Delinquent Occasions
   Brown, Ch. 3-7

III. Patterns and Types of Delinquency

Sanders, Ch. 6, Juvenile Status Offenses
Ch. 7, Juvenile Property Crimes
Ch. 8, Juveniles, Drugs and Alcohol
Ch. 9, Delinquent Drugs

IV. The Police and Delinquency

Sanders, Ch. 10, Police-Juvenile Encounters

V. The Courts and Delinquency

Sanders, Ch. 11, Juvenile Justice

VI. Correcting and Combatting Delinquency

Sanders, Ch. 12, Juvenile Corrections
Ch. 13, New Directions in Delinquency Control
Ch. 14, Sociological Theory, Evaluation Research, and Delinquency Programs

Juvenile Delinquency: Supplemental Assignment

A broad choice of formats for the supplemental assignment is available.

I. Standard Term Paper: Choose a topic pertinent to the phenomenon of juvenile delinquency. State a thesis or examine a hypothesis. Examine and critically evaluate pertinent research and literature on the topic. Present a meaningful conclusion. Be sure you:

1. Choose an appropriate, relatively narrowly focused topic (e.g., "Vandalism"; "Delinquency in School", "Volunteers in Probation programs, etc. Check with the instructor before proceeding).
2. Cite your sources properly (indicate quote, paraphrase, general reference; footnotes & bibliography; at least some recent sources; absolute minimum: 5 good sources.
3. Organize your paper coherently.
4. Length: 5-25 pp.

II. Book Critique: Choose a book with a controversial or provocative thesis or findings pertinent to JD. Summarize the principle points of the book, but also examine them critically. What defects are there: method, theory, logic, bias, etc.? What is the relationship of this book's thesis or findings to other material on the subject which you

have been exposed to? (Some possible choices: A. Scull Decarceration; A. Platt The Child Savers; D. Rothman The Discovery of the Asylum; A. Cicourel, The Social Organization of Juvenile Justice; D. Matza Delinquency and Drift; N. Kittrie The Right to be Different; C. Brown Manchild in a Promised Land)

III. Group Project: Collaborate with two or more classmates on a Research Project on some aspect of JD; it could be:

1. A Survey: Develop a questionnaire (re; attitudes, experiences, etc.) and administer it to a meaningful sample. Analyze the results.
2. An Observational Study: Pose some questions about an aspect of JD, and spend time making systematic observations in a setting germane to these questions (e.g., Court; JD facility; with a gang, etc.) Analyze the results.
3. An Experiment: Set up an experimental situation which will shed light on a question pertaining to JD; (e.g., Differential responses to delinquent acts by race or sex of offender.) Analyze the results.

IV. Class Debate: Circulate a challenge in class to debate another member of the class on a policy issue relating to delinquents. (e.g., The age or responsibility should be lowered;:pro or con; parents should be directly liable for delinquent acts of their children, pro or con; A curfew on juveniles should be instituted, pro or con). If someone responds you should both put together soundly and empirically based data supporting your respective positions, and request an opportunity to schedule the debate during class.

V. Autobiographical Analysis: Why did you become, or not become; a "juvenile delinquent" (define). Consequences of your delinquent or non-delinquent status. Relate your autobiography and your analysis to as many of the theories or findings dealt with in the course reading or class lecture as are relevant to your own situation. Consider factors which could have moved you in the "other" direction; compare pertinent factors in your case to those involved in a peer/friend/relative whose status and behavioral pattern took a radically different direction.

JUVENILE DELINQUENCY: Class Debates

Please sign up for one (ide pro or con) of three different debates listed below - to allow for flexibility in assignment. Avoid signing up for a position already claimed by another student. You need not personally agree with the position taken - you should present the best available

arguments or points relevant to your position. You will be informed of your assignment, and the scheduled date of presentation, as soon as possible.

The ideal format is for you to outline the points you wish to make in your presentation, and use the outline as a basis for your oral delivery. This approach is more desirable than reading an essay-type presentation. Try to be parsimonious, concise and specific. Each side will be given approximately ten minutes to make its presentation. You should be prepared to moderate a class discussion on the topic of the debate.

1. Theories of Adult Criminality are Inapplicable to the Explanation of Much Juvenile Delinquency

2. Juvenile Delinquency is Primarily a Lower Class Phenomenon

3. Media Censorship is Necessary as a Preventive Measure Against Delinquency

4. A Capitalist System, as opposed to a Communist System, Promotes the Increase of Juvenile Delinquency

5. The State should take Affirmative Steps to Prevent People who are not Qualified to be Parents from Becoming Parents

6. Permanent Removal of Abused and Neglected Juveniles from their Parental Home should be Facilitated

7. Parents should have Legal Liability for the Illegal Acts of Minor Children

8. Public Schools Ought to be Allowed to Administer Corporal Punishment and Warrantless Searches

9. Typologies of Juvenile Delinquents are Too Arbitrary and One-Dimensional - Too Removed from Reality - To be Useful

10. Juveniles Should Have Legal Access to Liquor and Marijuana

11. Curfews, Regular ID Checks, Stringent Controls on Guns, and other Such Restrictions Would be Effective in Deterring Delinquency

12. Richard Farson's Bill of Rights for Children Should be Adopted

13. Juveniles Arrested for Adult-type Offenses Should Not be Protected from Newspaper Publicity

14. The Negative Image of the Police which many Juveniles have is Well-founded and Rational

15. Juvenile offenders, wherever possible, should be Dealt with by Special Juvenile Officers, whose Training and Modus Operandi differs significantly from that of Regular Police Officers

16. There is Relatively little which the Police can do to Prevent and Control Juvenile Delinquency

17. Juvenile Courts should Subscribe to an Adversarial Model

18. Status Offenders ought not to be Dealt With by Juvenile Courts

19. Violent, Predatory Juveniles should be subject to Adult Dispositions and Penalties

20. Juveniles should have the Same Bail Rights as Adults

21. Juveniles who are Members of Minority Groups Cannot be Assured of A Fair Hearing Before Judges who are not Minority Group Members

22. Juries should be Utilized in Juvenile Trials where Serious Offenders are Involved

23. Juvenile Judges should be Limited by Strict Sentencing Guidelines and Less Discretion

24. Probation is an Inappropriate and Ineffective Disposition for most Juvenile Cases

25. The Psychiatric Profession should be given a Greater say in the Diagnosis, Treatment and Prevention of Juvenile Delinquency

26. Training Schools - and all Large Residential Facilities for Juveniles - Should be Abolished

27. Juvenile Institutions should Abandon the Pretense of Treatment and simply serve Punitive and Incapacitative Functions

28. The Guardian Angels are a Positive Force and an Aid to Deterring Delinquency

29. Video Games contribute to the Delinquency Problem

3. Juvenile Delinquency
SOC 323

Patrick Donnelly
Department of Sociology
University of Dayton

I. Course

This course is designed to challenge students to consider alternative explanations for the extent of juvenile delinquency and for the existence and organization of the juvenile justice system. Before attempting explanation, however. some basic information (data) must be shared. Therefore, the first part of the course is designed to give students a basic understanding of the nature of juvenile delinquency, a description of the types of delinquency and of the extent of delinquency. The instructor assumes that most students have no classroom understanding of delinquency or the discipline of sociology. Hence, we begin at the very beginning.

In the second part of the course, we will lay out various explanations (theories) for juvenile delinquency. Each theory will be examined in light of the data discussed earlier. Following this will be a history of the juvenile justice system from its earliest days up to the present.

By presenting and analyzing data on the wide range of issues in the area of juvenile justice, it is hoped that students will evaluate the competing explanations and theories. Rather than providing clear-cut definitive answers as to which explanation is best, the instructor hopes to challenge students to answer that question by themselves by evaluating and analyzing the data.

This course will analyze 'juvenile delinquency,' and the various factors which influence its occurrence. Considerable attention will also be given to the efforts of various groups of people to define what acts and what people come to be defined as delinquent. While all of us commit delinquent acts, not all of us are labeled delinquent. The factors influencing this labeling process are essential to an understanding of juvenile justice.

In general, there are three goals of this course. The first is to learn and understand the material covered in lecture and the readings. In essence, this means knowing the facts. The second goal is to be able to see the relationship between data and theory or between events and concepts as they related to the subject matter of juvenile delinquency and juvenile justice. This requires that the third goal be attained—to develop and refine our analytical skills as they relate to this subject matter so that we can use them in other courses and in our daily lives.

II. Textbooks (required)

Thornton, William et al. Delinquency and Justice. Scott, Foresman & Co., 1982.

Wooden, Kenneth. Weeping in the Playtime of Others. McGraw-Hill Book Co., 1976.

Both books have been used for this course before and used copies may be available in the U.D. Bookstore.

III. Course Requirements

A. Required readings must be completed prior to the class for which they are assigned. Class Participation in the form of questions, discussion and criticism can affect the final grade by as much as one letter grade. While class attendance is not required (except for freshpersons as specified in the Student Handbook), it is extremely difficult for most of us to participate in class if we are not there.

B. There will be 2 exams during the semester in this course. Each exam will be worth one-fourth of the final grade. Exams will consist of short answer and essay questions.

C. A final exam which will be comprehensive but which will deal less with 'facts' than with understanding and analyses. It will include short answer and essay questions and will be worth one-fourth of the final grade.

D. A 9 to 12 page (typed, double-spaced) paper discussing some aspect of juvenile delinquency or juvenile justice. The paper will be due December 6th. Drafts of the paper may be submitted anytime prior to November 17 for the instructor's comments, suggestions and tentative grade. Students may then re-write the papers to improve their grade. Late papers are penalized one point per day (based on a total of 25 points). The paper is worth one-quarter of your final grade. Details regarding the paper will be discussed in class.

IV. Student Evaluation

Students will be evaluated on the basis of their performance in classroom participation, exams, papers/presentations. All exams will include material from readings and lectures. If you miss class for any reason, be sure to obtain class notes from another student. If you have difficulty understanding someone else's notes (or your own), please feel free to meet with me to discuss the material

V. Schedule

What follows is as close an approximation as I can give for where we will be at various points in the semester. As you know, the best laid plans of mice, men and women often go awry. During the semester, there will be times when we are ahead of schedule or behind schedule. Like all good airlines, we will try to keep you informed of all schedule changes as they occur. But the only way for you to know where we are when is to be in class to see for yourself.

DATE	TOPIC	READING
Aug. 25-30	Introduction; What is Sociology	
Sept. 1-6	What is Juvenile Delinquency?	Thornton: Chapter 1
Sept. 8-15	Origins and Extent of Delinquency	Thornton: Chapter 2
Sept. 20	Non-sociological Theories of Delinquency	Thornton: Chapters 3,4
Sept.22-Oct.4	Sociological Theories of Delinquency	Thornton: Chapters 5,6
Oct. 6	FIRST EXAM	All materials to date
Oct. 11-13	Families, Schools and Delinquency	Thornton: Chapters 7,8
Oct. 18-20	Peers and Delinquency	Thornton: Chapter 9
Oct. 25	Female Delinquency	Thornton: Chapter 10
Oct. 27-Nov.3	Drugs and Delinquency	Thornton: Chapter 11
Nov. 8	SECOND EXAM	All material since last exam
Nov. 10-15	Police and Delinquents	Thornton: Chapter 12
Nov. 17-22	Courts and Delinquents	Thornton: Chapter 13; Wooden: Reading 1, 3
Nov. 24	Thanksgiving - No classes	
Nov.29-Dec.1	Corrections and Delinquents	Wooden: Readings 4, 8-12, 15-18
Dec. 6	Tying It All Together	Review
Dec. 15	FINAL EXAM - 8 A.M.	

4. Juvenile Delinquency
SO 473

George R. Gross
Department of Sociology
Northern Michigan University

Course Description

This course considers the extent, nature. causes, and society's reaction to juvenile delinquency. Emphasis is placed on selected theories and methods for the systematic study of young people who fall within the juvenile court's jurisdiction and the juvenile justice system that deals with them.

This is an advanced course. It is designed for juniors, seniors, and graduate students who have a special interest in delinquency. SO 263, Criminology and Penology. is a prerequisite. SO 473 is an extension of SO 263.

Course Objectives

SO 473 is designed with the following objectives in mind:

1. To acquaint the student with some of the broad-based concerns of the sociological study of delinquency and the juvenile justice system;

2. To focus on contemporary issues in the field that are of interest to both scholars and juvenile justice practitioners;

3. To critically examine competing ideological and theoretical perspectives in the study of delinquency with special emphasis on their implications for juvenile justice policy and practice;

4. To sensitize the student to the methodological problems and controversies encountered in delinquency research in order to help him/her become a more knowledgeable and critical consumer of data on the delinquency problem;

5. To acquaint the student with both "classical" and current literature on delinquency by exposing him/her to research articles and essays from major journals in the discipline;

6. To provide the future practitioner or scholar in the field with the basic tools for critically evaluating existing information and for acquiring additional knowledge on the topic.

Required Reading

Texts for Purchase: Empey, American Delinquency: Its Meaning and Construction, Revised Edition, Dorsey Press, 1982.

Rojek and Jensen, Readings in Juvenile Delinquency, Heath, 1982.

Reserve Reading: Several pieces are placed on reserve in the library.

Course Policies

This is an undergraduate/graduate-level course. It will be taught as a seminar (as much as circumstances permit). Class attendance is expected. If you have to miss a class for any reason, please notify the instructor ahead of time or leave a message with the secretary in the Department of Sociology and Social Work concerning your expected absence. All students, including those absent from class, are responsible for keeping informed of changes in class assignments and examination dates.

Assignments are to be completed prior to the class period in which they are scheduled for discussion. If for some reason you have not read the assigned materials or are otherwise unprepared, please notify the instructor before class starts in order to save yourself further embarrassment.

Class discussion is expected. Participation will be evaluated by the instructor and will be considered in determining the final course grade (see "Evaluation Criteria and Procedures").

As a matter of courtesy, please get the instructor's permission before using an electronic recording device in class.

Evaluation Criteria and Procedures

Criteria:

	Points
Three essay exams worth 100 points each (see "Topical Outline and Reading Assignments" for tentative schedule).	300
Term Project (written part)	150
Oral Presentations (class topic and term project--50 points ea.)	100
Class Participation (see "Course Policies")	50
Total	600

Examinations

The examinations will consist of essay questions. At least one week prior to each exam. a study guide will be distributed in class to help the student prepare for the exam.

Term Project

Each student must complete a term project. Graduate students are expected to do a major project. The purpose of this assignment is to enable each student to select and explore in some depth a topic of personal interest. It may be on any one of a number of topics. The format for the term project may vary. For example, the project report may take the form of a library research paper. Or, it may be a combination library-empirical research paper in which the student selects a topic of interest, does an appropriate literature search, and collects his/her own data or uses existing data (i.e., Marquette Youth Survey) to test hypothesis derived from the literature.

Each student must submit to the instructor a term project proposal that includes: (1) a problem statement; (2) a bibliography with at least four current references; and (3) a brief statement describing how the project will be conducted. A student may change his/her term project topic only with the written approval of the instructor. (Failure to get the instructor's approval of a change in your term project will result in the project's rejection--regardless of the apparent quality of the report).

Term project reports must be typewritten. Undergraduate students' reports are to be approximately 10-15 pages (double-spaced) in length. Reports by graduate students should be between 15 and 25 pages--reflecting the larger scale of their projects. The report is to be written according to some standard format. The styles approved by the Modern Languages Association, the American Sociological Association, the American Psychological Association, the American Society of Criminology are all simple, tidy, and involve a minimum of difficult typing. Any of these (or similar style) are quite acceptable. Term project reports are due no later that December 6. Each day past the deadline that the report is submitted will result in its de-valuation by one full letter grade (i.e., from a "B" to a "C").

Make two copies of your project report. One is for your records, the other will be placed in a permanent file kept by the instructor.

A note on plagiarism. "Plagiarism is literary theft or misrepresentation. The term is derived from the Latin word for kidnapper and refers to the act of signing one's own name to works, phrases, or ideas

which are the literary property of another, in an attempt to deceive the reader" (from "A Statement on Plagiarism" by the Department of English at Northern Michigan University, page 1). Plagiarism will result in automatically failing the course. To avoid plagiarism, properly date (in quotes, footnotes, or in-text references) words, phrases, or ideas that are not entirely your own. Your own thoughts or synthesis of the ideas of others should be properly indicated (by saying, "In my opinion," or "It is this writer's conclusion," or some similar device).

Oral Presentations

Each student will present to the class a from-the-syllabus topic in the form of an oral report. The purposes of this presentation are twofold: (1) to allow the student to critically analyze in detail at least one article and (2) to reduce the workload of the rest of the class by dividing the labor. The report should take between 10 and 20 minutes and the presenter should be prepared to address questions on the topic from the instructor and other class members. Before the presentation starts, a copy of the student's outline should be submitted to the instructor and distributed to each class member.

The format of the report should contain (where applicable) the following elements:

(1) Topic (or article) title (e.g., Merton, "Social Structure and Anomie').

(2) Problem statement (e.g., Why does American society evidence such a high rate of deviant behavior?)

(3) Method statement (e.g., The article is a scholarly essay)

(4) Findings (e.g., Merton didn't do empirical research on the topic, thus the "findings" section must be devoted to discussing his assertions about the factors that result in a high rate of deviance in the United States.

(5) Conclusions (e.g., Merton concluded that American society evidences a high rate of deviant behavior because a societal state of anomie pressures some individuals to deviate rather than face the stigma of failure);

(6) Critique (i.e., Do you like the article? Why? Does it help explain something important about delinquency and the juvenile justice system? What are the article's theoretical and methodological strengths and weaknesses? How can the topic be better studied in the future?);

(7) Implications (i.e., What are the implications of the article for juvenile justice policy and practice, and for future research?)

The student must get the instructor's approval of his/her from-the-syllabus oral report topic by September 27.

In addition to the from-the-syllabus oral report, each student will present to the class an oral report on his/her term project. This report is designed to serve two purposes: (1) to allow the presenter to share his/her experiences and knowledge with other members of the class, and (2) to allow feedback from other members of the class in time for revisions prior to submitting the final written section of the project report.

Presentations will be limited to 20 minutes and an additional 5 to 10 minutes will be allotted for discussion. A typewritten outline of the oral report shall be submitted to the instructor at the time of the presentation.

TOPICAL OUTLINE AND READING ASSIGNMENTS

I. WHAT IS DELINQUENCY? WHO IS A DELINQUENT?

A. Defining Delinquency

Empey 2-15

B. Delinquency as a Social Problem

Time, "The Youth Crime Plaque," Rojek and Jensen (R&J) 5-10

Haney and Gold, "The Juvenile Delinquent Nobody Knows." (R&J) 11-16

Chambliss, "The Saints and the Roughnecks." (R&J) 17-22

II. THE SOCIAL CONSTRUCTION OF CHILDHOOD AND DELINQUENCY

A. Childhood and Youth as Social Statuses

Empey 17-50

Bakan, "Adolescence in America." (R&J) 29-34

B. The Social History of Delinquency

Empey 52-74

Platt, "The Triumph of Benevolence." (R&J) 35-44

Hagan and Leon, "Rediscovering Delinquency." (R&J) 45-53

reserve (r) Boli-Bennet and Meyer, "Ideology of Childhood and the State." 797-812

III. EXTENT AND NATURE OF DELINQUENT BEHAVIOR

A. Problems in Measuring Delinquency

Rojek and Jensen 55-57

(r) Sullivan, et al., "Uses and Misuses of Data." 38-60

b. How Delinquent Behavior is Measured

Empey 75-148

Elliot and Ageton, "Reconciling Race and Class Differences..." (R&J) 91-99

(r) Steffensmeiers, "Trends in Female Delinquency." 62-85

(r) Gross, "Marquette Youth Survey." 1-14 and Appendix A

EXAM #1: September 27

IV. SCIENTIFIC EXPLANATION FOR DELINQUENT BEHAVIOR

A. Introduction

Empey 149-160

Rojek and Jensen 111-114 and 149-152

B. Control Theory: Biological and Psychodynamic

Empey 163-185

Glueck and Glueck, "Unraveling Juvenile Delinquency." (R&J) 115-118

Skinner, "A Technology of Behavior." (R&J) 132-135

Hischi and Hindelang, "Intelligence and Delinquency." (R&J) 119-127

(r) Rathus and Siegel, "Crime and Personality Revisited." 245-251

C. Cultural Deviance Theory

Empey	186-211
Miller, "Lower Class Culture as a Generating Milieu..." (R&J)	161-165
Briar and Piliavin, "Delinquency, Situational Inducements..." (R&J)	166-171
(r) Matza, "The Nature of Delinquent Commitment."	238-245

D. Symbolic Interactionist Theory

Empey	212-231
Akers, et al., "Social Learning and Deviant Behavior." (R&J)	203-213
Hartnagel, et al., "Television Violence and Violent Behavior." (R&J)	220-226
(r) Jensen, "Parents, Peers and Delinquent Action."	562-575

E. Strain Theory

Empey	232-260
Merton, "Social Structure and Anomie." (R&J)	153-156
(r) Cloward and Ohlin, "Illegitimate Means, Differential Opportunity..." (in Giallombardo)	121-130
Cohen, "Delinquent Boys." (R&J)	157-160
Matza and Sykes, "Juvenile Delinquency and Subterrean Values (R&J)	172-176
Polk, "Schools and the Delinquency Experience" (R&J)	227-232
(r) Datesman and Scarpitti, "Female Delinquency and Broken Homes."	33-55

G. Social Control Theory

Empey	262-282
(r) Friday and Hage, "Youth Crime in Post-industrial Societies."	347-368
Hindelang, "Causes of Delinquency..." (R&J)	177-186
Steinmetz and Straus, "The Family as Cradle of Violence." (R&J)	233-240
Steinmetz and Straus, "Family Disruption, Delinquency Conduct..."	93-99
(r) Poole and Regoli, "Parental Support, Delinquent Friends..."	188-193

H. Positive Theory of Delinquent Behavior: Some Conclusions

Empey	284-307
(r) Matza, "The Positive Delinquent."	1-32
(r) Gross and McBride, "The Drift Hypothesis."	1-11

EXAM #2: October 25

V. SOCIETY'S REACTION TO DELINQUENT BEHAVIOR

A. The Police and the Juvenile Court

Empey	303-361
Black and Reiss, "Police Control of Juveniles." (R&J)	68-76
(r) Lundman, et al., "Police Control of Juveniles: A Replication."	74-91
Empey	332-361

(r) Caldwell, "The Juvenile Court: Its Development and Some Major Problems." (in Giallombardo) 393-410
(r) Smith. "A Profile of Juvenile Court Judges in the U.S." 27-38
Cohen and Kluegel, "Determinant of Juvenile Court Dispositions." (R&J) 77-85
Thornberry. "Race, Socioeconomic Status and Sentencing..." (R&J) 86-90
(r) Chesney-Lind, "Judical Paternalism and the Female Status Offender." 121-130

B. Institutionalization, Rehabilitation, and Diversion
Empey 362-392
Tittle, "Prisons and Rehabilitation." (R&J) 277-282
Lerman, "Evaluative Studies of Institutions for Delinquents." (R&J) 287-293
(r) Lerman, "Trends in the Deinstitutionalization of Youths..." 281-298
Ballington, et al., "A Critique of Diversionary Juvenile Justice." (R&J) 311-315
Rojek, "Juvenile Diversion: A Study of Community Cooperation." (R&J) 316-322
(r) Dumford, "Police Diversion: An Illusion?" 335-352

VI. REVOLUTION IN JUVENILE JUSTICE: CHALLENGES TO POSITIVIST THEORIES

A. Introduction
Empey 393-398

B. Labeling Theory
Empey 400-419
Mahoney, "The Effect of Labeling Upon Youths..." (R&J) 250-262
Ageton and Elliott, "The Effects of Legal Processing..." (R&J) 262-269
Thorsell and Klemke, "The Labeling Process." (R&J) 270-274
(r) Reiss, "The Social Integration of Queers and Peers." 395-406

C. Racial Theory
Empey 423-447
Cernkovich and Giordano, "A Comparative Analysis of Male and Female Delinquency." (R&J) 100-107
Tittle and Villemez, "Social Class and Criminality."(R&J) 59-67
(r) Braithwaite, "The Myth of Social Class and Delinquency Revisited." 36-57
(r) Gross and McBride, "Social Class and Delinquency." 1-16

D. Neoclassical Theory
Empey 449-470
Jensen, et al., "Perceived Risk of Punishment and Self-Reported Delinquency." (R&J) 243-249
(r) Erickson, et al., "The Deterrence Doctrine..." 305-317

E. Summary and Conclusions: Competing Models for Juvenile Justice
Empey 473-524
Higgins, "Evaluation and Case Study..." (R&J) 339-347
Schwendingers, "Marginal Youth and Social Policy." (R&J) 361-367
Exam #3: December 13

5. Juvenile Delinquency
Sociology 211

Timothy Fiedler
Department of Sociology
Carroll College
Waukesha, Wisconsin

Orientation

The goal of social science is to understand the social worlds that people create. Sociology deals with patterns of human relationships which are a part of this world that is socially created and maintained. In this course, we will deal with the patterns of human relationships that occur because people are under a certain age, because they share a certain status relative to other people, because their behavior is restricted in certain ways, because they have engaged in behavior that is delinquent, and because they are apprehended and processed in certain ways as a result of their behavior.

Objectives of the Course

1. To describe juvenile delinquency as a social and historical phenomenon.

2. To describe and evaluate measures of juvenile delinquency.

3. To describe the relationship between values and beliefs about human nature and the social order on the one hand and explanations of delinquent behavior on the other.

4. To describe the various approaches and theories that have been used to explain juvenile delinquency and to evaluate those approaches using relevant data.

5. To describe the relationship between explanations for juvenile delinquency and policies for the prevention, control and processing of juvenile delinquents.

6. To relate case study material and other data to explanations for delinquency and to strategies for prevention and control of delinquency.

7. To contribute to the overall liberal education of students by developing skills in written and oral communication, the ability to do critical thinking and reading, and the ability to formulate and answer important questions.

Achieving the Course Objectives

The above objectives guide the development of the material covered in the course. The objectives are stated in rather general terms and will be developed as we deal with each of the specific issues listed in the topical outline below. The classes, activities and assignments are designed to enable students to achieve the course objectives.

The only formal prerequisites for this course are sophomore standing and either Sociology 102R or Sociology 104R. At a less formal level and also very important, students ought to meet certain other requirements. You ought to: be intellectually curious and active; be prepared for class; attend class in an active, participating way; be able to entertain points of view that are not necessarily your own point of view; be willing to take risks in order to learn; engage as an active participant in your own education.

1. The main format used in this class will be lecture-discussion. This format will be supplemented with several other types of learning activities. The lecture-discussion material is intended to clarify, complement, and extend the reading material. It will not simply duplicate that material and will not substitute for it. Comments and questions from students are always welcome and encouraged. I do not consider such comments interruptions! On the contrary, each of you will get out of the course what you put into it. I think that each student makes a contribution to the class, and I think that students sell themselves short if they think otherwise. Since each student is a member of the class and since important material is discussed in class there is an important link between your participation in the course and what you will get out of the course. I expect to show up for class and expect that students will do the same.

2. The required reading for this course is listed on the topical outline below. The reading on a particular topic should be completed before that topic is discussed in class. There will be some audio visual presentations and outside speakers that will supplement the reading and lecture material. The dates for these activities are yet to be arranged.

3. Each student will be required to lead discussion on a reading from Gregory. These readings will help to develop hypotheses about delinquency and to relate data and insights to the textbook material and to your own life experiences.

4. Each student will be required to find two examples from the media of some issue in juvenile delinquency.

5. Each student will be required to research a problem area in delinquency. These reports will cover areas of the student's own choice. The reports are due on November 30.

6. Each student will be required to participate in a field trip or an alternate. The date and location of this field trip is yet to be determined.

I will give additional information for each of these activities and assignments. This information will be in oral and/or written form and will help you to complete them successfully and to get the most out of them.

Evaluation - Have students met the course objectives

Final grades for this course will be based on the total points each student has earned during the term. Points will be distributed as follows:

75 points	Exam I
100 points	Exam II
100 points	Final Exam
20 points	Field trip (Pass/Fail)
20 points	Student directed discussion
20 points	Media reports
40 points	Research reports
375 Total points possible	

The exam will be a mix of multiple choice, fill in, and essay questions. Papers that are turned in late and exams that are taken late will not be given full points.

Topical Outline

Use the following key for the required reading listed in the outline below:

J and R = Jensen, Gary F. and Dean G. Rojek. 1980 Delinquency: A Sociological View. Lexington, MA: Heath

R and J = Rojek, Dean G. and Gary F. Jensen (eds.). 1982. Readings in Juvenile Delinquency. Lexington, MA: Heath

G = Gregory, Thomas West (ed.). 1980. Juvenile Delinquency in Literature. New York: Longman.

= This reading is a hot number. It is required reading for everyone, will be discussed in class and will be included on exams. Always read both the introduction and the summary for each section in the Rojek and Jensen reader. All the material listed from Jensen and Rojek and from Gregory is to be read by everyone.

$ = There is a personal payoff for reading this article. The article supplements the other class material and enhances our understanding of that material. It will not be discussed directly in class nor will it be included on exams.

Topic

I. Juvenile Delinquency in Context
Question: How important is juvenile delinquency?
Why should we study it?

Required Reading

J and R, Ch. 1
R and J# Time. "The Youth Crime Plaque" p. 5
R and J# Handy and Gold, "The Juvenile Delinquent Nobody Knows" p. 11
R and J# Chambliss, "The Saints and the Roughnecks" p. 17

II. The Origin and Development of Juvenile Delinquency
A. History of Childhood and Adolescence
J and R. Ch. 2 pp. 22-39
R and J# Bakan. "Adolescence in America" p. 29
B. History of Delinquency
R and J# Platt. "The Triumph of Benevolence" p. 35
C. The Nature of Adolescence
G Farrell. "Boys and Girls" p. 104
G Clayton. "The White Circle" p. 195
Question: How and Why was Childhood Created?
What is the relationship between the creation of childhood and juvenile delinquency?

III. Nature and Extent of Delinquency
A. Definitions of Delinquency
J and R Ch. 2, pp. 39-46
B. Amount of Delinquency
1. Official Measures
J and R Ch. 3
R and J# Black and Reiss. "Police Control of Juveniles" p. 68
2. Unofficial Measures
J and R Ch. 4
R and J# Cernkovich and Giordano. "A Comparative Analysis of Male and Female Delinquency" p. 100
R and J$ Elliot and Ageton. "Reconciling Race and Class Differences" p. 91
G Ghose. "The Absences" p. 49
G Southern. "A South Summer Idyll" p. 87
Question: How do we define juvenile delinquency?
How is juvenile delinquency measured?
How much juvenile delinquency is there?
What are the trends?

IV. Explanations of Delinquency
A. Requirements of Good Explanations
G and R. Ch. 5 pp. 122-128

B. Biological Schools of Thought
G and R Ch. 5 pp. 128-140

C. Psychological and Social-Psychological Schools of Thought
G and R Ch. 5 pp. 140-153
R and J# Hildelang, "The Relationship of Self Reported Delinquency to Scales of the CPI and MMPI" p. 128
R and J# Burgess and Akers, "A Differential Association-Reinforcement Theory of Criminal Behavior" p. 138
R and G$ Hirschi and Hindelang, "Intelligence and Delinquency" p. 119
G Oats, "Boys at a Picnic" p. 215
G Cather, "Pauls Case" p. 10

Question: What Characteristics of individuals explain delinquency?

D. Sociological Schools of Thought
J and R Ch. 6

1. Social Disorganization/Social Control
R and J# Hirschi, "Commitment to Conventional Action" p. 197
R and J# Matza and Sykes, "Juvenile Delinquency and Subterranean Values: p. 172
G Algren, "A Bottle of Milk for Mother" p. 202

Question: How does social control or lack of it contribute to delinquency?

2. Social Disorganization/Strain Theory
R and J# Merton, "Social Structure and Anomie" p. 153
R and J# Cohen, "Delinquent Boys" p. 157
R and J# Miller, "The Impact of a Folal Community Delinquency Control Project" p. 348
R and J$ Briar and Piliavian, "Delinquency, Situational Inducements and Commitment to Conformity" p. 166
G Updike, "The Hillies" p. 120

Question: How does inequality contribute to delinquency?

3. Culture Conflict Theory
R and J# Miller, "Lower Class Culture as a Generating Milieu of Gang Delinquency" p. 161
G Southern, "Red-Dirt Marijuana" p. 125

Question: How does involvement in different cultures contribute to delinquency?

V. Contexts for Adolescent Socialization

A. The Family
J and R Ch. 7 pp. 191-201
R and J# Steinmetz and Strauss, "The Family as a Cradle of Violence" p. 233
G Crawford, "The Boats" p. 159

B. The School and Peers
J and R Ch. 7 pp. 201-222
R and J# Polk, "Schools and the Delinquency Experience" p. 227
R and J# Schwendinger and Schwendinger "Marginal Youth and Social Policy" p. 306
G Brennan, "The Criminal Type" p. 170
G Beaumont, "A Point of Honor" p. 232

C. The Wider Community
J and R. Ch. 8
R and J# Hartnagel and Teeran, "Television Violence and Violent Behavior" p. 220

Question: What impact does involvement in the major institutions of our society have on the creation and prevention of delinquency?

VI. Controlling and Processing Delinquents

A. Deterrence and Labeling
J and R. Ch. 9
R and J# Mahoney, "The Effect of Labeling on Youths" p. 250
R and J# Ageton and Elliott, "The Effects of Legal Processing on Delinquent Orientations" p. 262
R and J$ Jensen, Erikson, and Gibbs, "Perceived Risk of Punishment and Self-Reported Delinquency" p. 243

B. Diversion: Police and the Courts
J and R Ch. 11
G Rumaker, "The Truck" p. 109

C. Corrections: Institutionalization and Prevention
J and R Ch. 10, Ch. 12
R and J# Bullington, et.al., "A Critique of Diversionary Juvenile Justice" p. 311
R and J$ Rojek, "Juvenile Diversion: A Study of Community Cooptation" p. 316
R and J# Martinson, "What Works?" p. 294

Question: What effects do various ways and levels of processing delinquents have on delinquent behavior?

6. Crime and Delinquency Prevention

Mary J. Hageman, Ph.D.
Administration of Justice and
Public Safety
Virginia Commonwealth University

Description of Course

Review and analysis of the problems associated with prevention of crime and delinquency, viewed in a total systems context. Programs and activities involving citizen, community and agency interrelationships will be developed and examined. Students are responsible for preparing and evaluating projects with crime prevention goals.

Course Objectives

A. The goals of this course is to help you develop a more thorough understanding and awareness in the following areas:

(1) Definition of crime prevention

a. primary
b. secondary
c. tertiary

(2) Theories of crime prevention
(3) Theories of crime and strategies to prevent crime
(4) Ecological-Biochemical crime prevention
(5) Personal crime prevention
(6) Business crime prevention
(7) Community crime prevention

B. A second goal is to help you synthesize materials dealing with a specific crime problem so as to develop a specific crime prevention program.

C. A third goal is to help you critically analyze specific crime prevention programs.

Requirements

1. The required text is by Robert L. O'Block, Security and Crime Preventions (St. Louis, Mo.: The C.V. Mosby Company, 1981). This is an introductory text—full of illustrations and copies of surveys. Because of the ease of this text book and its lack of yet another never, key, approach, a second book has been selected: Ecologic-Biochemical Approaches to Treatment of Delinquents and Criminals, edited by Leonard J. Hippchen.

This second text has been placed on reserve in the library. A reading assignment guide has been developed for this second text so that you can focus on the more essential parts of that book of readings. In addition, this reading assignment guide might also serve as a model for your studying materials for this class.

In addition to these two text books, other books, chapters of books. pamphlets, articles and government documents are on reserve in the library. These materials will be covered both in lectures and on written examination.

2. Class participation: each student is expected to contribute through questions, observations, and discussion to the classroom learning experience on a continuing basis. I do not expect people to agree with all the research that will be shown. I do expect, however. that you are willing to learn about new ideas. A student in the end can decide for him or herself what s/he will accept or reject. Because of this classroom learning, I adhere to the School of Community and Public Affairs' policy wherein six unexcused absences can result in a failure or automatic withdrawal.

3. Materials written for this class must be the original work of the student. The materials must be documented appropriately. The burden of proof is upon the student that cited materials are, indeed, accurate citations. I also adhere and support the academic honesty and plagerism policy.

4. This course includes several types of learning experiences.
   a. Written examinations
      Part I of the course 100 points
      Part II of the course 100 points
   b. Perfect attendance 50 points
   c. Student project-
      10-12 page document paper dealing with a specific crime and program to prevent that crime (this is mandatory) 100 points
      oral presentation including one visual aid 100 points
   d. Written critique of three different types of crime prevention programs,, i.e., primary, secondary, and tertiary. 50 points

5. Grades are guaranteed based upon the following range of points
   A= 405 and above
   B= 404 - 385
   C= 384 - 345
   D= 344 - 290
   F= 289 - or below

Guide for Student Project

Goal: To write a 10-12 page, documented paper researching a specific crime problem and developing some kind of prevention program.

Rules:

1. This class is to focus on crime-prevention. At least half of your work (5 pages) has to discuss prevention tactics or you will suffer decrease points.

2. The paper must include documentation. That means FOOTNOTES and a Bibliography.

3. The paper must be typed and double spaced. Margins are not to be increased beyond one inch.

4. Resources for the paper are to be serious, scholarly works such as referred journals and published books. Magazines are not acceptable as references in this serious, research paper.

Suggestions

1. Begin by describing the particular problem. If it is a crime problem, present statistics on the prevalence of the crime. Discuss the causal factors which lead to the commission of that crime or, what the model criminal possesses. After you know more about what causes a problem, you should be better able to discuss at what point or steps can be taken to prevent crime. Are there societal changes, for example, which could be made to decrease the occurrence? If so specify where.

2. You might pretend you are developing a program for a particular group. You are telling them what the problem is, what your program will do for them, and how much it will cost.

3. If in doubt, discuss your problem/programs with me or fellow classmates. Although there may be no "right or wrong" answers, there are steps that are more practical than others or solutions that address the issue more pointedly.

Assassination (Sample)

A. Definition
   (Use several sources to develop the key ideas, such as:
   1. killing
   2. of a chosen individual
   3. in a significant way and
   4. in a particular historical context)

B. How it is employed
   1. symbolic quality
   2. deliberate and premeditated
   3. chose candidate
   4. spectacular
   5. final and irrevocable solution
   6. as a part of kidnapping
   7. function of opportunity

C. Targets and Risks

D. Examples of

E. Prevention
   1. General goals
   2. Stages
      a. planning and preparation
         1. keeping the assassin out of range
         2. moving target quickly
      b. executive phase
         1. protective clothing
      c. aftermath
   3. Other Techniques for reducing the risk

F. Conclusion

G. Footnotes

H. Bibliography

Kobetz, Richard W. and H.H.A. Cooper. Target Terrorism. Gaithersburg, Maryland: Internal Association of Chiefs of Police, c. 1978.

COURSE OUTLINE (TENTATIVE PLAN OF ACTION)

Week			
1	Part I		
	Definition of crime prevention and theories of crime prevention	Group Introductions Class discussion	O'Block: pps. 3-55 Hippchen: Ch.1 & 20 Library Reserve Room: (1) Brantingham and Forest. "A Conceptual Model of Crime Prevention." (2) Ch. 12, "Crime Prevention" by M.J. Hageman. Ph.D.
2	Theories of Crime and strategies to prevent crime	Class Discussion File: The Young Alcoholic	Hippchen: Chs. 2-3 Library: Ch. 11 "Youth" by M.J. Hageman, Ph.D.
3	Ecological-Biochemical Theory and Treatment	Film: Prenatal Development and Infancy Lecture	Hippchen: Chs. 16,17, 4. 5 & 6
4	Ecological-Biochemical Theory and Treatment cont.	Film: Visual Perception-Failure to Learn	Hippchen: Chs. 7,10. 11, 12. 14. 13, 18 & 19
5	Ecological-Biochemical Theory and Treatment cont. Exam	Class discussion	
6	Part II		
	Personal Crime Prevention: Child Abuse	Lecture Film: Investigating Cases of Child Abuse and Neglect Guest Speaker: Dr. Joseph R. Zanga, Assoc. Professor of Pediatrics. MCV	O'Block: Chs. 4.5

7	Personal Crime Prevention: Rape and Incest	Class Discussion Film: The Victim No one Believes and Sexual Abuse: The Family	Library: Deborah M. Carrow's Rape: Guideline for a Community Response Executive Summary (Skim).
8.	Personal Crime Prevention: Home Security Business Crime	Slide Show Guest Speaker: (1) Richmond Police Department (2) Commonwealth Pros. Attorney: Joseph W. Kaestner	O'Block, Chs. 5, 10, 11; 6 & 7
9	Community Crime Prevention and Environmental Design	Lecture Slide Show	O'Block: Ch. 12 Library: (1) Ch. 12 "Crime Prevention" (2) Newman's Defensible Space (Skim)
10	Community-Based Programs	Class Discussion Film: Young Convicts: Prison in the Streets	O'Block: Ch. 13
11	World Crime	Film: Terrorism: The World at Bay	
12	Involving Communities Local, State and National	Class Discussion	O.Block: Chs. 14-15 Library: (1) Ch. 14 "Organization and Management of Citizen Participation" (2) Preventing Delinquency in Your Community by Clement A. Sydnor, III.

Part III

Student Reports

7. Juvenile Delinquency
Sociology 3523

Richard Dodder
Department of Sociology
Oklahoma State University

Since class presentations and discussions are the substance of the course, class attendance is considered to be a rigorous obligation (class participation will count 15%). Reading materials will include:

At the book stores:
Giallombardo (G). Juvenile Delinquency: A Book of Readings, 4th edition

On reserve at the library:
Winslow (W.) Juvenile Delinquency in a Free Society, 3rd ed.
Cavan (C). Delinquency and Crime: Cross-Cultural Perspectives.
Voss. Society, Delinquency, and Delinquency Behavior.

Examinations

(1) September 23 (25%) G1, G4, C2, C3, C22, G10, G15, G16, W4, G21, G17.
(2) November 9 (25%) G14, G24, G9, G20, G23, G29, G30, G34, G40, G42.

Areas for prevention papers (areas to be selected August 31) to be given in class near the end of the semester (counts 10%). Final papers due December 15 (counts 25%).

The Family
The School
The Police
The Church
The Court
The Social Agency

Some basic resources for prevention papers:

(1) Task Force Report: Juvenile Delinquency, or Corrections, or Crime in a Free Society. The President's Commission on Law Enforcement and Administration of Justice, 1967 (also on reserve).
(2) Youth in Trouble, Oklahoma Council on Juvenile Delinquency, Department of Institutions, Social and Rehabilitative Services, 1971.
(3) Winslow (above)
(4) Most introductory textbooks on juvenile delinquency; for example, Martin Haskell's text Juvenile Delinquency or Ruth Cavan's text Juvenile Delinquency.

8. Juvenile Corrections and Institutional Treatment
SOC 4023

Richard Dodder
Department of Sociology
Oklahoma State University

Since class presentations and discussions are the substance of this course. class attendance is considered to be a rigorous obligation. Reading materials will include:

1) Radical Non-Intervention: Rethinking the delinquency Problem by Edwin Schur, 1973
2) Treatment Strategies and Institutions for Juvenile Delinquents: A Book for Readings by Richard Dodder and Terry Norris, 1982.

Examinations: Feb 17 (counts 25%) all of book (1), class happenings. and from book (2), the first four readings and pp. 161-170.

April 5 (counts 25%) covering class and the rest of the book (2).

Areas for papers on treatment (topics to be selected January 18th; final papers due May 3rd by 5:00; papers count 25% and class presentation counts 10%).

1) Foster Homes
2) Probation and aftercare
3) Community residential centers (for example, American Legion near Ponca City, Boys Ranch in Edmond, Speck Home in OKC. Lakeside in Tulsa, Methodist Boys Ranch in Gore)
4) Youth Service Centers (for example, Ada, Ardmore, Norman, Stillwater. Hope in Shawnee, Tulsa, Ponca City, Enid, Pawhuska, Bartlesville)
5) State Training Schools (for example, Boley, Tecumseh, Taft)

Books on treatment's strategies:

1) Irving Spergel, Community Problem Solving: The Delinquency Example.
2) Albert Bandura, Social Learning and Personality Development.
3) Thomas Harris, I'm O.K. - You're O.K.
4) Harry Vorrath. Positive Peer Culture.
5) William Glasser. Reality Therapy
6) Carl Rogers, Carl Rogers on Encounter Groups.

The Remaining 15% of your grade will be from class participation.

9. Etiology of Delinquent Behavior
CR 431

Edward R. Melodini
Department of Criminology
Indiana University of Pennsylvania

Text: Juvenile Delinquency in Perspective - Griffin and Griffin

1. Examinations will count for 75% of total grade. To consist of all classroom discussion and lectures and handouts. Students are responsible for all classroom notes and discussion which will be a part of all tests. Tests are usually objective (true-false, fill-in, multiple choice.)

2. Course objectives will be to create mastery in etiological concepts of juvenile delinquency and theoretical knowledge as well as current field concepts of J. D. genesis. Skills development goals are:
   a. the capacity to think for oneself
   b. creative power in thinking
   c. intimacy with psychological/psychiatric, sociological and psychosociological concepts as the essence of juvenile delinquent behavior.
   d. Comprehension of deviancy in relation to delinquency and special concentration on areas of:
      1. Psychiatric/Psychoanalytic view of deviance
      2. Anomie theory of deviance
      3. Labeling theory of deviance

3. Procedures on conduction of classes will follow basic lecture format. Due to the theoretical basis being posited, few, if any, visual methods of class presentations will be utilized other than the use of the blackboard and chalk. Memoriter will serve the student best and measurement of objectives will be by test and classroom participation.

4. All class assignments will be typed double-spaced and according to established University theme structure. Papers will be graded as to content, originality, format, and style and the student's ability to be succinct in presenting salient points.

5. The topic of this course as described in the University catalogue is "an analysis of the aberrant behavior of children and youth in terms of modern behavioral sciences." (i.e. Criminology, Sociology, Psychology, Counseling, social work, etc.)

6. Three tests will equal 75% of grade total. Class participation and a group project will make up the additional 25% of grade total. You are entitled to unlimited cuts but are held responsible for all, repeat, all, material presented in class. Make-up tests will be provided only for extreme emergencies. (i.e., family death, verifiable illness, etc.) A letter grade reduction may be made in the event of make-up tests at instructor's discretion.

7. Class will be divided into (5) groups with an appointed chairman. Five general areas will be assigned to the groups. The Chairman will be responsible for assigning specific areas within the general topics. The chairman will present, on a date to be assigned, the salient points garnered from the group individual offerings. This will be typed and of at least 30 minutes duration. All assignments will be typed (see 4 above) and all resources utilized will be documented as to source, publication, page, etc. If material is from personal interview, the full name, address, title, date of interview will be indicated on the assignment.

GROUP 1 - Delinquency As Social Reaction	DATE DUE - February 18
GROUP 2 - Delinquency As Psychiatric Problem	DATE DUE - March 4
GROUP 3 - Hidden Delinquency - What are the facts?	DATE DUE - March 11
GROUP 4 - Juvenile Institutions	DATE DUE - March 18
GROUP 5 - How Solve Delinquency Problem?	DATE DUE - April 1

10. Treatment and Control of Delinquency
CR 431

Edward R. Melodini
Department of Criminology
Indiana University of Pennsylvania

Text - Juvenile Delinquency, Concepts and Control by Trojanowicz

1. Examinations - 3 will count for 60% of total grade. Will consist of classroom notes and lectures as well as the text. The student will be responsible for the text en toto. Lecture is derived from the Latin and comes to us in a context prior to the time that books were prevalent. The "lector" spoke and students "copied", because there were no books. Since this is not the case now and texts are "relatively" cheap, I will not insult your intelligence by "briefing" the book for you. However. I will give much from outside the book which covers field experience in class notes. You will be responsible for this. Students are entitled to unlimited cuts by University regulations. Yet, you are responsible for all that goes on in class. How you resolve that dilemma is up to you. Tests will be subjective (essay) or objective (true-false. multiple guess) or a combination thereof. Make-up tests are frowned upon. If one is necessary, the instructor will arrange with student the time. type and place of make-up. The instructor will determine if reason for make-up is legitimate.

2. The text examines the processing of juvenile offenders. It focuses on juvenile corrections as to control and treatment of all processed through the juvenile system (whether "legally" delinquent or not.)
   We will divide the text thusly:
   a. Chapters 1 thru 5 (test Oct. 8)
   b. Chapters 6 thru 9 (test: Nov. 19)
   c. Chapters 10 thru 13 (final week 12/14/12/19)

3. All formal assignments will be typed, double-spaced and in accordance with established theme structures. End notes where indicated.

4. The University catalogue describes this course as an "analysis of probation, juvenile institutions and juvenile parole in treatment and control of delinquency."

5. The class will be divided into groups and a Chairperson appointed. General areas will be assigned. The Chair is responsible for designating areas, time frames for reports to be in and will "brief" the group's papers (prepared as to #3 above) and prepare a paper and class presentation of at least 40 minutes duration. This will count for 20% of your total grade.

THERE IS NO REASON ACCEPTED FOR NOT HAVING YOUR REPORT IN!!!

GROUP 1 - Juvenile Institutions - past, present and future
DATE DUE - October 15
GROUP 2 - Diversion - Positive and Negative Reactions
DATE DUE - October 22
GROUP 3 - Child Abuse - Ramifications for Juveniles
DATE DUE - November 5
GROUP 4 - Major Legal Decisions and Their Ramifications on the Juvenile Justice System
DATE DUE - November 19
GROUP 5 - Juvenile Probation/Parole/Aftercare! Does It Work?
DATE DUE - December 3

11. Intro. to the Juvenile Justice System
AJP252

Mary J. Hageman
Administration of Justice and Public Safety
Virginia Commonwealth University

Course Description: This survey course studies all segments of juvenile justice and special procedures designed for young persons, recognizes the importance of proper handling of the juvenile by the police and the courts, and reviews recent developments in juvenile rehabilitation.

Course Objectives: The objectives of this course are to acquaint you
(1) with the legal definition of delinquency and analysis of the legal codes
(2) with the measuring of juvenile crime
(3) with some of the causal explanations
(4) with the relationship to police and courts
(5) with the history of the juvenile courts
(6) with the institutional and community programs to rehabilitate juveniles
(7) with the other institutions in the community, i.e., family, schools
(8) with some of the other crimes committed against children which in turn effect their behavior, i.e., child abuse, incest.
(9) with how our society has dealt with children based upon societal values of race and sex.

Assignments:

1. Reading. Prior to the presentation of a specific subject, students are asked to read the materials. See both the class schedule and the reading assignment materials. Students who read materials first will be better able to participate. In addition, studies on recall suggest that the more a student is exposed to an idea, the easier it is for the student to recall the material.

2. Class Participation and Cooperation. I am assuming that students are present to learn new ideas--not to dispute them. Students are not expected to agree with or accept all of the ideas presented. What a student does accept or reject is up to that person. What is important is the student's willingness to permit a learning environment and to share experiences or information pertinent to the subject under discussion.

3. Attendance. The School of Community and Public Affairs has the policy that students who have more than six (6) hours of absences from any course in one semester will result in either automatic withdrawal or failure. This, of course, excludes cases in which there are documented family/personal crises or illnesses. I support this policy and will enforce it. In this class, in particular, we will have learning experiences that will not always fit into models for examinations.

Attendance is important. One's attendance and class participation can effect one's grades. 50 points.

4. Examinations. Three examinations on materials presented in class plus the required readings will be given. Each quiz contains a mixture of multiple choice and essay questions. The first quiz contains more multiple choice while the last quiz contains more points placed on an essay question. In fact. the last quiz is totally based upon a situation in which a juvenile is taken in by the police and you are asked to identify the issues and decide what to do with C.B. (Don't worry. Most students find this last assignment welcome--a chance to show me all that they have learned.). Please stay well for all these quizzes!

5. Individual Project. To permit students to read additional materials which are of interest to them, I am requiring the student to abstract 2 journal articles. (Please read the additional material "How to Prepare an Abstract.") In the reserve room of the library. I will reserve an article called "Dilemma in Protective Custody/Some Notes." You are to read this article. Then. as a class assignment, we will go through the article and I will show you how to abstract. In addition. we will take a tour of the library so that you will know where the journals are located and how to choose an approved, professional journal for your assignment. At least one abstract is due when we have a quiz.

6. Text. The required textbook is Delinquency and Justice by Thornton, Jr., James and Doerner (Glenview. Illinois: Scott. Foresman and Company). Since there will be no research paper, I have ordered two paperback books which upon reading will give greater insight. It is not necessary to buy all these books. You might buy one and share it with others for the use of their book.
   a. Kenneth Woodsen's Weeping in the Playtime of Others
   b. Maya Angelou I know Why the Caged Bird Sings. or
   c. Claude Brown's Manchild in a Promise Land.

7. Total Points

Three examinations	@ 100 points = 300		A = 90%
Two abstracts	@ 25 points = 50		B = 80%
Class attendance/			C = 70%
participation	@ 50 points = 50		D = 60%
	400 points		

HOW TO PREPARE AN ABSTRACT

What is an abstract:

An abstract is a written condensation of an article or a book where the purpose of the writer is to extract from the original publication the

essence of the work. This includes consideration of the original author's purpose, major contentions, major support for those contentions, and finally the conclusions he draws from the foregoing treatment of the subject.

The purpose of preparing an abstract of a publication is to communicate the purpose and content of the original publication in a more sufficient form, so that an individual later reading the abstract can glean the content without wading through the lengthy original.

Elements of an abstract;

1. Citation
   Title, author. publisher and other such standard reference information in the following form:

   Staffensmair. Darnell J. and Robert M. Terry. "Deviance and Respectability: An Observational Study of Reactions to Shoplifting," Social Forces, Vol. 51. June, 1973, pp. 417-426.

2. Emphasis (a general statement of the concepts forwarded by the author.)

3. Major contentions
   a. Delineated
   b. Supported

4. Methodology
   a. If the article is theoretical, specify the theoretical perspective it is using. Note the biases, the value judgments in particular: Where are the authors coming from? You might think of different political ideologies, work experience perspectives, or the nature of man as good jumping off points.

   b. If the work is empirical in nature, how was the data gathered (experimental, survey, questionnaires). Who were the subjects and how were they chosen? In short, a brief descriptive statement on the nature and amount of the data on which the work is based.

5. Conclusion (a general statement of the findings presented in the publication.) Do the conclusions of the article offer any solution and/or explanations for the problem under considerstion?

TENTATIVE CLASS SCHEDULE

Week I		(July 25-29)	Reading Assignments
A	Introduction	Getting to Know You	Text: Chap 1
	How to do an Abstract	"Show and Tell"	
	Tour of Library	"Show and Tell"	Wooden, Part 1
B	History and Treatment of Youth	Lecture	Text: Chap. 2
	Defining Delinquency	Class Fill-in Material	Wooden, pps. 47-78
	Discrepancies between Official and Non-official Statistics		
C	Theories of Delinquency	Lecture	Text: Chaps 3, 4, 5 & 6
		Film: Delinquency: Prevention and Treatment	
D	Theories of Delinquency		Text: Chaps. 7 & 10
	Quiz No. 1		
E	Exams returned		
	Influence of the Family	Lecture	
	Pre- and Post-natal Influences	Film: Prenatal Development	

Week II		(Aug. 1-5)	
A	Family-Child Abuse	Family and Children's Service of Richmond	
	Sexual Abuse	1518 Willow Lawn Drive	
		We are their guests.	
		Video tapes	
B	Runaways/Pornography	Class discussion	Text: Chaps. 8 & 9
	Adolescent Abuse	Film:	
C	Influence of the School and Peers	Lecture/Class Discussion	
		Video tape: Reading, Writing and Reefer	Text: Chap. 11
D	Drugs and Alcohol	Film: The Young Alcoholics	
E	Quiz No. 2		Text: Chap. 12 & 13
	Process of the Juvenile Court	Film: Why Can't I Go Home	

Week III		(Aug. 8-12)	
A	The Police and Juvenile Process of the Juvenile Court	Lecture	Wooden, Part 3
		Guided Design	
B	Police and Courts	Field Trip: Henrico Juvenile Court	Text: Chap. 14 & 15
C	Youth in Jails	Field Trip: Richmond and Domestic Relations Court	Text: Chap. 16
	Juvenile Corrections		Wooden, Part 5
D	Juvenile Corrections	Lecture	
	Institutions and Community	Film: Young Convicts	
		Prison in the Streets	
E	Quiz No. 3		

PROJECT OUTLINE

Situation	C.B. is taken into police custody
Goal of the Project Work	
Gather Information	
Component Analysis	
Possible Solutions	
Constraints	
Analysis/Synthesis	
Evaluation	

In criminal justice, many of the problems we face are not always answerable by specific solutions. Often times, we have to enter into problem solving, and critical thinking to comprehend choices and direct change.

The problem before you requires you to work through a situation using an instructional methodology called Guided Design. My role as an instructor is to guide you through the process. You are to work in a small group and use the written instructions and feedback to guide your discussion. My task is not to lecture you. My role is to monitor the work in your group and, perhaps, motivate and assist your group by entering into the discussion. The objective of this teaching strategy is to help make you an active learner. In that role, you will have to share your thinking and knowledge with your classmates. In fact, everyone will be sharing with each other.

I will divide the students into groups. Then, each group should choose a group leader. The leader insures that each instruction is addressed full and carefully. The leader should also assume responsibility for recording the work of the group. As the instructor, I will provide you with instructions and feedback once the group has exhausted discussion for each handout. You are now ready to begin work on C.B.

Instructions A: State the Goals

The following statute is part of the JUVENILE CODE of the State of Euphoria:
"Juvenile delinquency is hereby defined as the commission by a child under 18 years of age.
(1) Of any act which if committed by a person of the age of 18 years or over would constitute:
    (a) A felony, misdemeanor, or other defense, or
    (b) The violation of any penal law or municipal ordinance, or
    (c) Incorrigibility, or
    (d) Immorality, or
    (e) Deportment endangering the health, morals or general welfare of said child."

C. Brown first came under the authority of the Juvenile Court of the State of Euphoria in 1978. At that time C.B. was 10 years old. C. B. was apprehended as a result of several house breakings which C.B. committed with two older juveniles. C.B. was placed on probation in the custody of his mother (a single parent). Juvenile Court officials interviewed C.B. from time to time during the probation period and accumulated a Social Services File. C.B. was still on probation to that court as a result of the 1978 proceedings.

In the Spring of 1982, in C.B.'s neighborhood there were a series of house breakings with attempted rapes. C.B. was transported to the police

headquarters in a police wagon. No Miranda rights were given to C.B. because the police just wanted to talk to him. At police headquarters, C.B. was fingerprinted and photographed. Then the police began the questioning. The entire process went from 3 p.m. to 10 p.m.

It appears that C.B. admitted involvement in the offenses with the officers. That evening the officers took C.B. to the Detention Home for the night.

The next morning, a new intake worker interviewed C.B. and suspected that this was a victim of severe psychopathology. The intake worker, after consultation with the supervisor, arranged for psychiatric examinations. Two psychiatrists performed the examination and agreed that C.B. was having difficulty in distinguishing reality but with adequate treatment he could be rehabilitated.

The attorney for C.B. is concerned with (1) what course of action to follow. The attorney is consulting you because s/he knows you are an expert in these affairs. S/he knows that you are aware of Miss Lucy-the dragon lady of the court--who wants to prosecute C.B. for the crimes. The attorney is also having difficulty in getting the social records. S/he wants to know what s/he (2) should be doing and when. In addition, s/he wants to know (3) your opinion on having a jury trial. In essence, s/he wants to know should s/he argue to protect society and punish C.B. or if treatment can and will work. (4) Where and what kind of treatment do you recommend?

Let's start with goal. What goal would you state if you wanted to solve this problem?

Feedback 1

Early in the discussion someone suggested that C.B. be placed in the detention center. The chair said, "Why do you want to do that?" The response was "to prevent C.B. from getting into more trouble." The chair asked, "Why do you want to prevent C.B. from hurting other people?" The reply was that "People are getting hurt." Then, could the goal be to stop or reduce the number of people being hurt or killed by C.B.? "Yes, that would do," said the chair. "Could we also say that the goal is to fairly treat C.B.?" "Yes, that might even be a better goal for us."

Instruction B: Gather Information.

The chair asked the group to list the kinds of questions they wanted to answer using the words like Who?, What?, When?, Where?, How?, and Why?

Gather Information	What is?	What is not?
Who?		
What?		
When?		
Where?		
How?		

Feedback 2

It is a subtle difference but an important one: problems are not causes. The fact that C.B. comes from a broken home may have caused the problem. But, the immediate problem we face is what to do with C.B.

The group decided that they wanted to know:

What sex?
What race?
What happened?
What rights does C.B. have?
How should the police have acted?
Who has what powers to influence this goal?

Instruction C.

The task force proceeded to the goal by identifying the major factors in the juvenile justice system. The question that needs to be asked is "What could be changed?" What influences or who will have impact on what happens to C.B.?

Feedback 3

The group considered seven or eight suggestions but finally agreed that several categories could be combined and settled on four components:

C.B.	Defense Lawyers	Prosecuting Attorney. Judge/Courts	Youth Corrections

Instruction D: Possible Solutions.

Now the committee is ready to generate the possible solutions. The question they would answer is "How could each component be changed?"

Feedback 4

The possible solutions generated by the group are shown below:

C.B.	Defense Lawyers	Prosecuting Attorney Judge	Youth Corrections
Treatment under a delin-quent petition	Use of violation rights to get case dismissed.	Plea-bargain to get C.B. into a treatment program without a conviction.	_____
Treatment under a CHINS petition.	_____	_____	_____

Instruction E: Constraints/Assumptions

The group was now ready to consider the constraints that would limit what they might do. They also agreed to state the assumptions that might be appropriate.

Feedback 5

The group agreed that some of the constraints were:

-lack of alternative treatments
-humane society
-limited money
-limited understanding of youth
-busy courts schedules
-many youths with problems
-race of the offender
-sex of the offender

Instruction F: Analysis and Synthesis

The group was ready to consider the goal, the constraints and any other criteria that would help them select the best solution.

Feedback 6

In the real world, once one has created a detailed solution, the process should not end. In fact, it is worthwhile to explore the following ideas:

1. Evaluate the solution

   Does the solution satisfy the goal? Is the solution feasible, practical, legal, moral, economical, safe? Are there any negative consequences?

2. Implement

3. Check the results (evaluate)

   Did the solution work? How do you know? What variables will you use to determine a "job well done".

4. Redefine the problem

   Take the past - what you've learned from this situation, to evaluate what you did, how it worked and what needs to be done in the future.

Instruction 8

Write your specific answer to this problem of C.B. Your answer, which is to be written in class, should be legible and intelligible. I would not attempt to write a treatise but, on the other hand, you will have a full period to give this your best effort. I realize you are not lawyers. The purpose of this exercise is to see if you understand the procedures of the juvenile court and the specific rights juveniles have.

12. Juvenile Delinquency
Sociology 3400

William B. Waegel
Sociology Department
Villanova University

REQUIRED READINGS

Larry Siegel and Joseph Senna, Juvenile Delinquency. St. Paul, Minn: West Publishing Company, 1981.

David Matza, Delinquency and Drift. N.Y.: Wiley, 1964.

COURSE STRUCTURE

I desire students to take an active role in this course rather than to sit passively in the classroom and listen to lectures. I encourage you to ask questions during class and initiate discussion where issues of interest or controversy arise.

In class, I shall draw heavily on my own research on the criminal justice system as well as other materials not covered in the required readings. Accordingly, class attendance will be most important in this course and is strongly recommended. A student will miss a great deal if he or she only reads the required material and attends class sporadically.

I would also suggest that students try to keep up to date with the readings. The reading load is substantial and can easily pile up if week assignments are not completed. More importantly, the readings are designed to compliment and correspond to class presentations. In class, I shall assume that assigned readings for the week have been completed, and students may at times feel lost in class if they have not read material that is being discussed. The readings may also suggest questions or issues which students may wish to bring up in class.

EVALUATION REQUIREMENTS

There are two evaluation requirements for this course. To satisfy the first, you have the option of writing a paper or taking an exam. Examinations will consist of a combination of essay, short answer, and/or multiple choice questions. The paper option provides students with an opportunity to explore a particular aspect of delinquency in greater detail. Select a topic, prepare a short working outline, and arrange to speak with me about your paper before February 15. You must submit an approved outline with your paper. A cumulative final exam will be taken by all students.

One additional note must be injected here for those few students who might attempt to manipulate their professor regarding exams. (Really, how many grandmothers can expire during one semester?) If for some extraordinarily valid reason you must miss an exam (e.g., you find yourself incarcerated), contact me prior to the time the exam is administered. Otherwise you will find yourself in the unhappy situation of trying to explain why you should be treated differently from the other students in the class.

SOC. 3400 COURSE OUTLINE	Topic and Readings
Week of:	
July 6, 7	Extent and Forms of Delinquency Siegel and Senna - Chaps. 1, 2. 3
July 8, 11	Historical View of Delinquency and The Child-Saving Movement S & S, Chapter 13
July 12. 13	Delinquency Causation I S & S, Chapters 4. 5
July 14. 15	Delinquency Causation II S & S, Chapters 6, 7, 8. 11
JULY 18	FIRST EXAM
July 19	Drifting into Delinquency I Marza, 1-100
July 20. 21	Drifting into Delinquency II Matza, 101-192
July 22, 25	Delinquency and the Police S & S, Chapter 15
JULY 26	SECOND EXAM
July 27, 28	The Juvenile Courts S & S, Chapters, 12, 14. 16
July 29, August 1	Legal Processing S & S, Chapters 17
August 2, 3	The Correctional System I S & S, Chapters 18. 19
August 4	Delinquency Prevention
AUGUST 5	FINAL EXAM

13. Juvenile Justice Law
JPS 454

Darrell L. Schlotterback
Justice and Public Safety
Auburn University at Montgomery

CATALOG DESCRIPTION: Historical and case oriented approach to the legal basis of individualized justice for children including early common law approaches, the child saving movement, the juvenile court era, and the modern challenge to the court by the constitutionalists.

PURPOSE OF THE COURSE: This is a senior level course designed to build upon foundation of JPS 351 and JPS 354 which are the logical prerequisites for this course. This course provides the answer to the questions of "why" that surround the juvenile justice system and provides an in depth look at the juvenile court as an agency within the system.

STRUCTURE: This course will be presented through lecture, discussion, and student briefing. All students will give oral briefs of cases in their turn. Both the oral brief and the written brief will be graded exercises. Selected cases will be assigned to all students to brief in writing. Selected cases will be assigned to volunteers on an extra credit basis. The oral and written briefs will constitute 25 percent of the final grade. There will be no opportunity to make up points lost through absence or a failure to be prepared. Students who consistently fail to brief their cases will be invited out of the class or will be failed. Volunteers who brief when an assigned student is absent or unprepared will receive 5 bonus points toward their briefing grade component. The first unit will cover introductory material and casebook pages 197-337 and will be followed by an examination. The second unit will cover pages 338-601 and will be followed by an examination. The third unit will cover pages 602-648 and 713-965 and will be followed by the final examination. Each examination plus the briefing grade constitute 100 percent of the final grade. Impromptu quizzes over assigned reading material are a distinct possibility if there is a suggestion that students are not keeping up with the reading assignments. Quiz points, if any, will be a fifth factor in determining the final grade.

CLASS ATTENDANCE: Regular class attendance is expected. Attendance will be taken in each class meeting. Students who miss three classes will be counseled as to dropping the course. Students who miss five classes will be assigned a grade of FA.

FIRST CLASS: The class will meet for a full 2 hours and 5 minutes. Many points that will appear on the first examination will be discussed.
BE THERE!!!!!

LATE TESTS: Tests shall be taken at the time scheduled. With an adequate excuse (death in the family or incapacitating illness) for missing a scheduled test, a student must take that test by or during the very next

class period, if present, or in no case later than one week from the time the test was originally given. Make-up tests may be in the format of a scheduled test or may contain four essay type questions. Failure to make up a test within the time limit will result in the final grade being the average of all other graded activity with a penalty loss of one full letter grade.

TEXT: Cases and Materials on Children in the Legal System. Wadlington, Whitebread, and Davis, 1983.

SUBJECT MATTER SCHEDULE: This schedule is provided as a subject matter guide, only, and may be changed as necessary by verbal notice from the professor as the course sessions progress. Students absent when notice is given will be assumed to be on notice of the change.

Unit 1:

Handout: Introduction to Juvenile Justice Law
Reshaping the Juvenile Justice System: Before and After In Re Gault, pp. 197-262.

Police Investigation, pp. 263-337.

Unit 2:

Intake and Diversion, pp. 338-353
Pretrial Detention, pp. 354-386
Transfer Between Courts, pp. 387-438
Adjudicatory Hearing, pp. 439-515
Dispositions, pp. 516-593
Appeals, pp. 594-601

Unit 3:

Noncriminal Misbehavior, pp. 602-648
State Intervention to Ensure Adequate Parenting, 713-965.

14. Juvenile Delinquency
BES 2473

Susan H. Gray
Human Resources Development Center
New York Institute of Technology

COURSE OBJECTIVES

This course will present and analyze the many variables related to juvenile delinquency within the framework of a multidisciplinary orientation. The course will be divided into three sections, each one focusing on a major study area: Part I deals with various theories regarding the causes of delinquency; Part II with the issue of delinquency prevention and Part III with methods of treatment and control.

Course objectives are as follows:

To help the student analyze juvenile delinquency as a complex social problem in our society.

To enable the student to compare and contrast the various theories and explanations of delinquency.

To familiarize the student with the field of delinquency prevention and the various approaches to this end.

To familiarize the student with the theories and practices involved in delinquency treatment and control.

To help students reexamine their own roles and attitudes in dealing with delinquents in light of exposure to course material.

BEHAVIORAL OBJECTIVES

A student who successfully completes this course should be able to:

Explain and interrelate the many casual factors that may operate to encourage delinquent behavior patterns in some youth.

Evaluate the merits and feasibility of the preventative approach to delinquency including the role of the police as agents of diversion.

Evaluate the various available treatment modalities and methods of control in dealing with different types of delinquent and predelinquent youth.

REQUIRED TEXTS

Trojanowicz, Robert C.; Juvenile Delinquency: Concepts and Control. Prentice-Hall. Inc., 1978, Second Edition.

Carter. Robert M., and Klein, Malcome W.; Back On The Street. Prentice-Hall, Inc. 1976.

(Editor's Note: As an alternative to these required texts Professor Gray requires, William B. Sanders, Juvenile Delinquency: Causes, Patterns, and Reactions. Holt, Reinhart & Winston, 1981.)

SUPPLEMENTARY READINGS

Cavan, Ruth; Juvenile Delinquency, 1962
Chein, Isadore; The Road to H-Narcotics, Delinquency and Public Policy, 1964.
Cloward, Richard, and Ohlin, W. Lloyd; Delinquency and Opportunity, 1960.
Gleuck, Sheldon; The Problem of Delinquency, 1959
Matza, David; Delinquency and Drift, 1964
Short, James; Gang Delinquency and Delinquent Subcultures, 1965
Vaz, Edmund; Middle Class Juvenile Delinquency, 1962
Platt, Anthony; The Child Savers, 1969
Asbury, H.; The Gangs of New York, 1970
Cain, G.; Blueschild Baby, 1972
Yablonsky, Lewis; The Hippie Trip, 1968
Schur, Edwin; Radical Nonintervention - Rethinking Delinquency, 1974
Cohen, Albert; Delinquent Boys, 1955
Amos, W.; Delinquency Prevention, 1967
Arnold, W.; Juveniles on Parole, 1970

STUDENT REQUIREMENTS

To read all assignments at the times designated.

To complete two unit tests or a midterm and comprehensive final exam.

To complete a term project and submit same by _____ class session (see attached information regarding term project)

To submit preassignments and homework assignment at required times.

To be on time for class and remain until conclusion of class unless prior arrangements have been made with instructor.

To participate in classroom discussions on topics assigned.

To refrain from eating, drinking and smoking in class.

GRADING POLICY

Percent	Activity
35%	Two unit tests or one midterm consisting of multiple choice and/or essay questions, which will cover a specific block of material
30%	Term Project - see attached description
35%	Final examination. A standardized test comprised of multiple choice questions. This exam is cumulative
100%	

ATTENDANCE POLICY

"All instructors are required to monitor attendance on a daily basis. Instructors are not required to set minimum attendance standards but must submit written notification in the event that any student is absent from class on three or more occasions."

ADMINISTRATIVE NOTES

1. My telephone number is _____. The instructor is available for consultation before and after class or by appointment. My office hours are:
2. Makeup exams will be handles on an individual basis.

COURSE OUTLINE AND ASSIGNMENTS BY SESSION

Session 1. Topic Focus: Exploration of the Concept of Deviance

Read Chapter 1 in the text.

Terms to know: deviance, conformity, societal behavior norms, normal bell curve, defensive and adventurous deviant acts, culture, institutional lag, primary relations, central authority, legal deviance, moral deviance, biological deviance, normative deviance.

The students will be expected to elaborate on the necessity of viewing both deviance and conformity within cultural perspective. The student will also focus on the issue of social control in primitive and modern societies and the structure and problems of the juvenile court system.

Assignment:
1. What is deviant behavior? Why is deviance inevitable in all societies?
2. Why are norms not the same in all cultures?
3. Discuss the foundations of social control in primitive and modern societies.

Sessions 2 and 3. Topic Focus: Overview of the Major Psychological and Sociological Approaches to Delinquency Causation

Read chapter 2 in the text.

Terms to know: classical school, positivist school, social determinism, situational deviant, anomie, conformist, ritualist, innovator, retreatist, rebel, gang theory, cultural transmission, differentiation association, self-role theory, opportunity structures, theory of drift, psychoanalytic theory, id, ego, superego

The student will be expected to compare and contrast the psychological and sociological approaches to delinquency and to explain and evaluate the major theories of delinquency causation within each field.

Assignment:
1. What are the major differences between psychological and sociological theories?
2. How do the positive and classical schools of criminology differ in their treatment of the offender?
3. Describe and evaluate the theories of criminal biological determinism.
4. Discuss 2 of the following sociological theories of delinquency causation: (a) social structure, (b) gang theory, (c) cultural transmission, (d) differential association, (e) anomie theory, (f) delinquency and drift.

5. Discuss 2 of the following psychological theories of delinquency causation: (a) psychoanalytic theory, (b) the individual approach, (c) juvenile delinquency and self concept, (d) multifactor approach.

Session 4. Topic Focus: The Family and Juvenile Delinquency

Read chapter 3 in the text.

Terms to know: broken homes, family tension, parental rejection. love-oriented discipline, punitive discipline, lax discipline. erratic discipline, unconscious parental transmissions, unrecognized immaturity, parental emotional stability

The student will be expected to elaborate on the significance of family structure and dynamics as they relate to delinquency including the importance of the following variables: family size; love and approval; parental conflict; the broken vs. intact home; role modelling; discipline.

Assignment:
1. What is the function of the family in the psychological development of the child?
2. How do the following family problems contribute to delinquency? (a) broken homes, (b) family tension, (c) parental rejection, (d) parental control, (e) parental emotional stability, (f) family economics
3. What is the most difficult task of parents?

Session 5. Topic Focus: The adolescent in Primitive and Modern Societies

Read chapter 4 in the text.

Terms to know: adolescence, normal adolescence, dependence. independence, rite of passage, drug abuse, situational drug use. methadone maintenance, drug abuse prevention education.

The student will be expected to understand the adolescent period from a cross-cultural perspective, and to focus on the particular problems of adolescents in modern, industrial societies (including drug abuse).

Assignment:
1. How does adolescence differ in primitive and highly industrial societies?
2. Describe the different developmental clusters of behavior that exist during adolescence.
3. How do delinquent adolescents differ from normal adolescents?

Unit Test #1 will be given upon the completion of the above material.

Session 6. Topic Focus: The Relationship between Child Abuse and Juvenile Delinquency

Read chapter 7 in the text.

Terms to know: child abuse, scapegoat, sexual abuse, emotionally immature, neurotic, psychotic, mentally deficient, disciplinarians, criminal sadistic, addictive parents, child protective services, child abuse prevention.

The student will be expected to describe the relationship between child abuse and neglect, and adolescent and adult criminality and to explain the similar characteristics of child abusing parents.

Assignment:
1. Why are cases of physical abuse and neglect increasing annually?
2. What is the relationship between child abuse and neglect and criminality?
3. Give a profile of parents who (a) neglect their children, (b) abuse their children

Session 7. Topic Focus: Female Delinquency: Public Education and It's Effect on Delinquency

Read chapter 5 in the text and articles _____ in the reader.

Terms to know: socialization patterns, the chivalry factor, the double standard, the female in the juvenile justice system, parens patriae

The student will be expected to evaluate the application of the theories explaining male delinquency to female delinquency and to explain the recent rapid increase in female delinquency.

Assignment:
1. Why are traditional theories of male delinquency inappropriate for explaining female delinquency?
2. How does the women's movement relate to female delinquency?
3. How are females treated differently than the males in the juvenile justice system?

Session 8. Topic Focus: Philosophy and Practice of the Juvenile Justice System

Read chapter 6 in the text and articles _____ in the reader.

Terms to know: parens patriae, mens rea, the juvenile court, In re Gault,

status, offenses, intake unit, petition, probation, labeling, adjudication hearing, disposition hearing

The student will be expected to elaborate on the many variables affecting the practices of the police, the probation department and the courts with respect to the handling of delinquents as well as the interrelationship of these systems.

Assignment:
1. Explain how the legal concept of parens patriae relates to the philosophy of the juvenile court.
2. How does the juvenile proceeding differ from the adult proceeding?
3. What options are open to a juvenile court judge when a child is taken into custody?

Session 9 and 10. Topic Focus: Methods of Treatment for Juvenile Offenders

Read chapter 9 in the text and articles _____ in the reader.

Terms to know: psychotherapy, transference, social casework, aggressive casework, reality therapy, transactional analysis, (child, adult, parent), vocational counseling, behavior therapy, reinforcers, behavioral contracts, crisis intervention, individual and group counseling, group therapy, social group work, group psychotherapy, activity therapy, activity catharsis, guided group interaction. milieu therapy, social environment therapy, direct home intervention, family crisis counseling.

The student will be expected to be able to compare and contrast various approaches to treating the delinquent and to relate these approaches to various theoretical orientations discussed previously.

Assignment:
1. Compare the advantages and the disadvantages of individual treatment versus group treatment.
2. Explain and evaluate the following treatment methods: psychotherapy, reality therapy, transactional analysis.
3. Discuss and critique the principles of behavior therapy
4. Why have 'conventional' treatment approaches not been effective with juvenile delinquents?
5. What are there so many different methods of treatment?
6. What is crisis intervention? How does it work?

Unit Test #2 will be given upon completion of the above material.

Session 11. Topic Focus: Philosophy and Practice of Delinquency Prevention

Read chapter 8 in the text and articles _____ in the reader.

Terms to know: delinquency prevention, pure prevention, rehabilitative prevention, punitive prevention, corrective prevention, mechanical prevention, community-based programs, police-school liaison programs, educational programs, probation, parole, foster homes, group homes. halfway house, alternatives to institutionalization, Highfields Project.

The student will be expected to explain the significance of recent trends in delinquency prevention and the relative merits of both the macro-sociological and community-based programs. Particular attention should be paid to the role of the police in systems of diversion.

Assignment:
1. Define and compare the concepts of pure prevention and rehabilitative prevention.
2. Compare the advantages and disadvantages of probation versus institutionalization.
3. Discuss two of the rehabilitative prevention programs: L.A. venture in treatment, the Marshall Program, the Provo Experiment, the Highfields Project, the Fremont Experiment, the Fricot Ranch Study.

Session 12. Topic Focus: The Need for Research in Delinquency Prevention and Treatment

Read chapter 10 in the text and articles _____ in the reader.

Terms to know: target population, pilot study, objectives, contract, invention strategy, research strategy. recidivism. research methods, nonexperimental studies, quasi-experiments, controlled experiment, systems analysis, simulation

The student will be expected to compare the advantages and problems of various research and evaluation techniques and to demonstrate the need for research programs in delinquency prevention and treatment.

Assignment:
1. What are the steps necessary for an effective delinquency research process?
2. Why are statistics on recidivism difficult to obtain and tabulate?
3. Discuss the advantages and disadvantages of the following techniques: nonexperimental study, a quasi-experiment, a control experiment, cost analysis, systems analysis and simulation.

Session 13. Topic Focus: Community Based Treatment Programs

Read chapter 11 in the text and articles _____ in the reader.

Terms to know: community-based programs, halfway houses, diversion, treatment-custody dilemma, professionals, nonprofessionals, neurosis, psychosis, treatment concept, training, organizational structure, the treater-facilitator.

The student will be expected to comprehend the basic issue of control verrus treatment of the delinquent youth and to evaluate the merits and drawbacks of the halfway house and its treatment program in a community-based setting.

Assignment:
1. What are the advantages of community-based treatment programs?
2. How can the treatment-custody dilemma be mitigated?
3. What is the most effective organizational structure and method of treatment in a halfway house? Defend your choice.

Session 14. Topic Focus: Delinquency Prevention through Citizen Involvement

Read chapter 12 in the text and articles _____ in the reader.

Terms to know: structure. process, informal social control, citizen involvement, normative sponsorship theory, information gathering, analysis of the community. system identification, program implementation, quality control

The students will be expected to analyze the potential of citizen involvement in delinquency prevention and to evaluate the utility of normative sponsorship theory.

Assignment:
1. Why is informal social control not as effective today as it was in the past?
2. What is the normative sponsorship theory approach to community problem solving?
3. In organizing a citizen effort, what must the organizers anticipate? Describe some current citizen crime prevention efforts.

Session 15. Topic Focus: Critical Issues - A Look to the Future

Read chapter 13 in the text and articles _____ in the reader.

Terms to know: rural crime. competitive society, diversion, youth violence, priorities, youth gang.

The student will be expected to examine the changes in the nature of juvenile crime (rural and violent) and to explore some alternate plans in dealing with delinquency in the future.

Assignment:
1. Discuss the various ramifications of delinquency among rural youth and crime committed in rural areas.
2. Discuss the controversy raging around the issue of status offenses.
3. What advantages accrue to the juvenile through diversion from the juvenile justice system?

Session 16. Final Examination. A cumulative, standardized, multiple-choice test.

15. Juvenile Delinquency and Juvenile Justice
CCJ 4500

Stanley L. Swart
Criminal Justice Program
University of North Florida

GOALS AND OBJECTIVES

The goal of this course is to present to the student an explanation of "juvenile delinquency" (JD) and how the "juvenile justice system" (JJS) attempts to combat it. The specific objectives for students are:

1. To learn the various meanings involved in JD and JJS,
2. To understand the explanations of why JD occurs,
3. To understand how the JJS functions in attempting to prevent and reduce JD, and
4. To learn the special role of the schools in relation to JD.

EXAMINATIONS AND PAPERS

The student's grade will be determined on the basis of three assignments, two tests and one paper written outside class. These will be structured as follows:

Each test will cover only that material immediately preceeding it; there will not be a comprehensive final. All tests will be based upon both assigned readings plus course materials. Value = 40% each.

The paper will be an interpretative study of a specific situation involving juvenile delinquency. It is to be 2,000-2,500 words long. More information will be provided later. Value = 20%.

More information regarding tests and papers will be distributed later; sample questions are provided before the first exam. The examinations will be written and primarily short essay; they will be open-book.

GRADING STANDARDS

All test questions, together with the paper, will be graded on the basis of completeness and accuracy of the student's response to the assignment, within the limits of time and space allotted. Errors in spelling and grammar may be taken into account if they are so numerous as to interfere with effective communication; poorly written papers will be returned for rewriting. Grades are recorded as follows: A+ (98%), A (95%), A- (92%), B+ (88%), etc. The standards for each letter grade are as follows:

A Answer is complete and accurate in all of its parts,
B Answer contains some errors but is generally accurate and almost complete,
C Answer contains serious errors but remains satisfactory; the student demonstrates a barely adequate mastery of the material,
D Answer contains serious errors and is inadequate in terms of completeness and breadth of knowledge, and
F Answer contains little or nothing of value; the information offered is incorrect and/or off the subject.

An unanswered question is recorded as an "F," as is any paper or test on which the student is caught plagarizing or cheating. At the end of the semester letter grades will be converted to percentages and the final grade will be based on a 90-80-70-60 scale, 90% = A, etc.

SPECIAL EVENTS (GUEST LECTURES AND AUDIO-VISUAL MATERIALS)

Guest speakers and various audio-visual resources will be a part of the classroom presentation. Advance warning of their use will be given when possible; however. this is not always feasible. Students are responsible for the information provided and may be tested upon it.

TOURS

The instructor anticipates setting up one tour of a juvenile facility or program, to be held towards the end of the semester. More information will be provided later. All students are encouraged to participate and testing will be via an extra-point question on the second test, but it should be clear that attendance is voluntary and that neither the instructor nor the university accepts any responsibility for those who take part.

COURSE OUTLINE AND READING ASSIGNMENTS

Date	Topics and Readings
May 10	Introduction +I The Juvenile Justice System: General/Swart paper + Empey. Chapter (C) 1
12	II The Juvenile Justice System: Specific/C 15 (skim), 16-18
17	III The Concept of Childhood/C 2-3
19	IV The Concept of Delinquency/C 4-5
24	V Extent and Nature of Delinquency/C 6-8
26	(special events) + Test #1
Ju 2	VI Causation: Control Theories/C 9
7	VII Causation: Subcultural Theories/C 10-11
9	VIII Causation: Learning and Labeling Theories/C 12-13
14	IX Causation: Radical Theories/C 14 + X The Future/C 19
16	(special events) + Test #2

Note that "special events" will probably be held earlier than scheduled above, and that topics and reading assignments will be changed accordingly. No topic will be moved forward in the schedule. All outside assignments will have deadlines announced at least two weeks in advance. All details above may be changed in the event of extenuating circumstances.

TERM PAPER

Each student is to write a term paper, approximately 2,000-2,500 words long, which relates a major theory regarding the causation of juvenile delinquency to the impact that this particular theory has had upon the organization and workings of the juvenile justice system.

This paper will be due on March 30. It may be hand- or type- written and is to be double-spaced, have adequate margins, and be clearly written.

Each student will start with one of the major theories identified in Chapters 9-14 of the Empey text. (Note that each chapter contains more than one theory.) After briefly (approximately 400 words) summarizing this theory, the student will then use the rest of the paper to explain how this theory has affected today's juvenile justice system. The impact may appear at different levels. For example, you might argue that a certain theory has had no impact upon the law but has caused a great change in the attitudes of policemen, while also leading to a change in juvenile court policy as well as in correctional bureaucratic structures. For the purposes of this paper, the school system may be included as part of the juvenile justice system.

Students should use the class texts and lecture notes as the basis for their research, but must go beyond them and not simply repeat points made in these sources. The reference lists at the end of each chapter in Empey will provide a starting point for finding other materials. The instructor expects a minimum of three additional references (beyond class texts and notes); "reference" is here defined as a given article or a specific chapter in a book. All references are to be listed at the end of the paper and points in the body of the work are to be cited properly. Use the citation style found in Empey.

16. Juvenile Justice Administration
CRJU 551

Patricia S. Watson
College of Criminal Justice
University of South Carolina
Columbia, South Carolina

COURSE DESCRIPTION: This course will examine the Juvenile Justice process from arrest to incarceration. The history and structure of the juvenile court, the disposition system, and current trends in Juvenile Justice policy, practice and law will be emphasized. There will be guest lecturers from time to time who have experience in specific areas of Juvenile Justice. Films may be used to supplement the course content when available.

COURSE OBJECTIVES:

1. To acquaint the student with the history and purpose of the juvenile court.
2. To develop an understanding of the concepts of parens patriae and due process in the juvenile court.
3. To give the student an understanding of the alternatives available to judges, law enforcement and corrections personnel at various stages of the dispositional process.
4. To make the student aware of the various positions taken by groups which advocate different approaches to the handling of youths within the juvenile justice system and the reasons for those positions.
5. To examine current issues in the juvenile justice system.
6. To enable the student to understand the impact that important U.S. Supreme Court decisions have had in effecting change in the operation of the juvenile justice system.

TEXTS: Faust and Brantingham, Juvenile Justice Philosophy, St. Paul, Minn.: West Publishing Co., 1978.
Rubin, R. Ted, Juvenile Justice: Policy, Practice, and Law. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1979.
Fox, Sanford, J., Juvenile Courts in a Nutshell. St. Paul, Minn.: West Publishing Co., 1978 (2nd ed.) Purchase of text optional; it will be on reserve, but readings from this book are required and will be included on tests.

Additional Readings: Supplemental materials will be placed on reserve in Cooper library and will be assigned as they pertain to course content being covered at that time. These readings, as assigned, should be completed before class. You will be advised when current readings are to be added to the syllabus.

COURSE REQUIREMENTS:

EXAMS: There will be two (2) exams during the semester, a mid-term and a final. Dates are noted on the syllabus. Questions will be short answer, multiple choice and essay.

PAPER: A written paper is required. Each student will choose a topic from a suggested list, or one of his/her own choosing with approval of the professor. The paper is expected to be well-researched and must be in APA style in accordance with the term paper guidelines for the College of Criminal Justice. The guidelines and the library handbook for CJ students are available in the Dean's office if you do not already have a copy. Any questions regarding the paper's content or style should be taken up with the professor early in the semester. Content and style (including grammar, spelling, proper citation, references, etc.) will count equally in the computation of the paper grade; that is, content is 50 percent and style is 50 percent. Papers must be typed and are due not later that March 28. The minimum length is 10 pages with at least 12 separate references for undergraduates and 15 pages with at least 18 references for graduate students. If you wish to keep the paper, make a copy if it BEFORE you turn in the original. You may exchange your copy for the original after it is graded if you wish to take advantage of the professor's corrections and comments; however. the submitted copy MUST be the original. Sources references must be available in Cooper Library or in the USC law library; if you find it necessary to use materials from other libraries, such as the Caroliniana or the South Carolina State Library, submit a separate list of these references, along with the call number, date used, and library from which they were obtained. Be aware of the rules concerning plagiarism as outlines in the Term Paper Guidelines. If there is any doubt in your mind as to what constitutes plagiarism, discuss your questions with the professor before submitting your paper. No paper submitted for any other course may be submitted to fulfill the requirements of CRJU 551, nor may this paper be used to fulfill the requirements for any other course taken previously or currently. Plagiarism is a very serious offense. The penalty is, at a minimum, failure for the entire course and/or dismissal from the College of Criminal Justice. The penalty for plagiarism will apply to any student who submits essentially the same paper for two courses.

CLASS PARTICIPATION: Class participation is encouraged. Students are expected to have read the assignment for each class period and to be able to discuss the material.

ORAL PRESENTATION: During the last two sessions, students will be given debate assignments and will be assigned to a panel to discuss a certain aspect of the Juvenile Justice system which is related in some way to the

individual paper topic chosen by that student. Panels will be made up of four to five students, each of whom will give an oral presentation on their subject. The panel format will enable us to avoid duplication in the topics presented. Students are expected to work with the other people assigned to the panel in preparing a concise, coherent and complete coverage of the assigned topic. This will require some out-of-class group preparation on the part of the panel members. For the debates and presentations, typed outlines (two or three pages) will be submitted by each student.

CLASS PARTICIPATION AND ABSENCES: Students are expected to attend all classes and to have read the assigned material. Since this class meets weekly, one absence is equivalent to three absences in a class that meets three times weekly; therefore, the final grade will be reduced by one letter for each absence in excess of three. If you must be late for class, be sure to see the instructor after class to correct the record.

GRADING: The final grade will be made up as follows:

Mid-term Examination----------20%
Final Examination (Cumulative)-----30%
Term Paper----------30%
Presentations and Participation-----20%

CLASS SCHEDULE AND FORMAT: The class schedule which follows lists the assignments for each period. In most cases, the class will be divided into three segments, as indicated on the syllabus. Usually we will take the first two segments from 6:00 to 7:30 p.m., take a 10-minute break, and then conclude with the last segment. This will be flexible, however, since some of the materials prompt more extensive class discussion than others.

CLASS SCHEDULE AND ASSIGNMENTS

Jan. 18	Introduction to course - syllabus and handout, Overview of the Juvenile Justice System, Discussion of Term Paper requirements	
Jan. 25	Origins of the Juvenile Court	F&B 1 - 96
Feb. 1	The Child Savers, The Socialized Juvenile Court, Socialization of Juvenile Court Procedure	F&B 97- 183
Feb. 8	The Constitutionalist Revision - Kent and Gault	F&B 255-333

Feb. 15	The Constitutionalist Revision cont'd - Winship, McKeiver, Breed, and the Post-Gault era...Role-playing exercise comparing Socialized and Constitutionalist Juvenile Court Procedures.	F&B 386 to end
Feb. 22	Begin Rubin: Incidence of Delinquency, Status Offenders, Police Interface with Juveniles; Special Reserve Reading: Klein Book: 121-131	Rubin 1-85
Feb. 29	Jurisdiction of the Juvenile Court, Detention in the Juvenile System, and Intake and Diversion	Fox on reserve, pp. 21-70 & Rubin 86-133
Mar. 7	The Adjudicatory Hearing (Fact-Finding Hearing) Role of the Prosecutor in Juvenile Hearings, and Guest Speaker from the Solicitor's Office (Note: Please be prepared to ask questions of the guest speaker which will reflect your knowledge of the assignment for tonight. Start Defense Advocacy	Fox on Reserve 164-196 Rubin 170-213
Mar. 15	No class - Spring Break	
Mar. 21	Defense Advocacy, Speaker will be Jean Bergeron of the Lexington County Public Defender's Office; The Dispositional Hearing and Judicial Authority: Right to Treatment	Rubin 133-169
Mar. 28	Dependent, Neglected and Abused Children; Handout: S.C. Children's Code Sections; Guest Speaker: Ann Kleckley, Guardian ad litem coordinator, Richland County Family Court	Rubin 214-244

TERM PAPERS ARE DUE TONIGHT

Apr. 4	Juvenile Court Organization - Judges; Reshaping the Juvenile Justice System, and Guest Speaker Stan Conine of the South Carolina Department of Youth Services - Institutions and Administration	Rubin 244-end
Apr. 11	Juvenile Justice Administration, Policy, Current Problems and Future Trends -- General Discussion of the course and other materials. Also, Guest Speakers, S.C. Protection and Advocacy System. Subject: Falling Through the Cracks	Reading to be assigned

Apr. 18 Class Debates: Resolved: Status Offenses Should be Eliminated

Members of the class will be prepared to argue their assigned side (pro or con) of the issue, using information from both texts, the Fox book on reserve, and other sources. Arguments should be well-developed and supported. This will be part of your presentation-participation grade. Be there. Be prepared. Be creative. There will be a 10-point penalty against the final grade for anyone who fails to show up for this group activity without well-documented justification and prior notice. We will take some time during the previous class period for debate team members to meet and discuss their presentations. This will require an organized team effort.

Class Debates: Resolved: The Juvenile Court Should be Eliminated

Same rule as above. Details will be discussed on April 11

Apr. 25 Panel Discussions of Term Paper Topics

Groups of four or five with a moderator will have a specific amount of time to discuss the topics they research for term papers. Time will depend on number of people in class. This will also be discussed more fully in class. Presenters will be judged on adequacy of coverage of the subject matter, clarity, conciseness, and manner of presentation (eye contact, ability to be heard, confidence, etc.)

PART TWO: ADDITIONAL INSTRUCTIONAL MATERIAL

1. Careerism, Liberal Arts and the Creative Use of Syllabi Sets

John Broderick
Stonehill College

As the proportion of college-age persons in the population declines colleges are more actively recruiting students by developing career oriented programs. Also, readers of such journals as the ASA Teaching Newsletter and Teaching Sociology are well aware of the recent stress on applied sociology and sociological practice.

Within roughly the same time period there has been a somewhat divergent trend concerning liberal arts education. At least since the report of the Carnegie Commission on Higher Education in the early 1970s there has been a renewed interest in liberal arts education, general education, or what is often called "core curriculum".

Obviously both career preparation and general education are important. But, it is difficult to relate soaring generalities about "the practical value of sociology for career preparation" and "sociology as a liberal art" to the pedestrian matters of writing a good syllabus. Those who stress applied sociology run the risk of being charged with selling out to careerism to keep the numbers up. Those who stress general education may face the charge of liberal arts elitism.

It is my contention here that the goals of both career preparation and liberal arts can be dealt within a juvenile delinquency course, and that there is enough material in this small volume to do just that.

C. Wright Mills has provided a useful description of the ideal liberal arts graduate. This Millsian ideal type can help to bridge the gap between commencement speech generalities and syllabus design. With some liberty of paraphrasing, an ideally education college graduate would have the following characteristics:

1. Knowledge of the big ideas, both historical and modern, which characterize the civilization.
2. A capacity to ask relevant questions about contemporary issues.
3. An ability and propensity to analyze arguments.
4. The competence to communicate orally and in writing.
5. A desire to continue to learn.

Such attributes are not precisely the entry level skills needed for the first job in a justice or social service agency, but until such time as we begin to see advertisements requiring that only applied sociologists need apply, they could serve for both career preparation and liberal arts education.

Consider the links between the Millsian ideal and the contents of this volume.

1. Knowledge of the big ideas, both historical and modern.

The Stensrud and Friedrichs syllabi emphasize the historical origins of delinquency and the sociology of law. The Watson syllabus contains elements of the history of juvenile courts.

2. A capacity to ask relevant questions about contemporary issues.

Some of the syllabi in the first half of Part One have something to say about the critical perspective. Note especially the article in Part Two by Friedrichs on "Teaching Delinquency from a Critical Perspective".

3. An ability and propensity to analyze arguments.

Almost all of the syllabi have features which require that students engage in original analysis. The brief articles by Trojanowics and Morash ("Key Issues in Writing About and Teaching Juvenile Delinquency at the Undergraduate Level") and by Schlotterbeck ("How to Brief a Case") also apply here.

4. the competence to communicate orally and in writing.

Most syllabi have statements about paper writing. Some also stress oral communication. Friedrichs provides a lengthy list of debate topics. Melodini divides students into small groups with chairpersons and Hageman provides detailed instructions for the use of "Guided Design" which requires student interaction.

5. A desire to continue to learn.

The linkage between theory and practice, between competing theories, and especially between classroom work and field work in social service agencies should move even the most passive student in this direction. Note the "General Guidelines for Internships" at the end of the volume.

Developing new combinations and permutations of the material with Mills' ideal type in mind is one creative way to use these syllabi and short articles.

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2. Teaching Delinquency From A Critical Perspective

David O. Friedrichs
University of Scranton

A "critical" perspective as a conspicuous presence has emerged over the past fifteen years in Sociology, as well as in criminology specifically. This perspective has been variously characterized as radical, Marxist (or neo-Marxist), "new", and left-wing. In fact a diversity of interrelated but far from synonymous ideological and theoretical perspectives have been referred to by the often arbitrary use of one of these labels. Although a strong reliance upon somewhat crude Marxist formulations was a dominant tendency in the mid-1970s it cannot be said, especially today, that there is a single, unified critical or radical perspective in the discipline. Nevertheless, I want to suggest that an authentically critical (radical and humanistic) approach to teaching delinquency can be identified, and ought to be promoted.

If a course on juvenile delinquency is a fairly standard offering in the curriculum of most medium-sized and larger sociology programs it has not been an especially innovative or exciting part of this curriculum. At least one prominent criminologist, Donald Cressey, believes that separate courses on delinquency theory and crime theory should be abolished [Cressey, in Laub, 1983: 142]. Whether or not one agrees, it cannot be denied that a large part of the standard delinquency text (and, presumably, course) is given over to a detailed discussion, or rehash, of the same familiar theories dealt with in criminology: i.e., anomies, differential association, subcultural, labeling, and so forth. The radical criminological perspective may be accorded some space, but it tends to be given relatively short shrift. This relative lack of attention is mainly a reflection of two things: manifest hostility (or at a minimum, indifference) toward the radical perspective on the part of most proponents or one or the other mainstream approaches; or, the sincere conviction that the radical perspective has little if anything to contribute to the study of delinquency per se.

On the whole it is true that radical criminologists have displayed relatively little interest in juvenile delinquency per se. This may be due to a perceived insignificance of the subject matter, the repudiation of a meaningful distinction between understanding adult and juvenile crime, or the sense that radical theory more appropriately and potently explains law and crime in the adult realm. The formidable radical focus upon governmental and corporate crime, for example, largely if not wholly excluded attention to juveniles. Radical theory seems to operate most comfortably in accounting for the production of laws and crime generally, as opposed to juvenile law and delinquency specifically. Nevertheless, a critical literature on delinquency does exist. At least one critical text (with reading), Barry Krisberg and James Austin's The Children of Ishmael [1978] has been published. This volume reprinted some of the major

contributions to the radical understanding of delinquency which had appeared to that date; a few of these contributions will be referred to shortly, as well as some of the more recent work. Within the context of the late 1970s the relative neglect of racism, economic exploitation, sexism, and political repression in conventional accounts of delinquency could be emphasized. Krisberg and Austin's book sought to expose the structural injustices and inequities - and ultimate ineffectiveness of - the juvenile justice bureaucracy. They provide us with one important base for the development of a critical approach to delinquency in the 1980s.

Ethical and Tactical Dilemmas for the Critical Approach

Those committed to some version of a radical or critical perspective are confronted (in my view) with two dilemmas: one ethical, one tactical. The ethical dilemma is this: commitment to a radical perspective must take into account the implicit or explicit obligation to students to prepare them properly for more advanced courses, and to provide them with knowledge useful to them in their pursuit of criminal justice system careers. It is probably true that any number of radical professors make no apologies for using their class time mainly if not exclusively to promote a radical consciousness, and in any case would specifically repudiate a role in preparing students for criminal justice or other conventional careers. But I believe that in these times, when students (or their parents) are making formidable financial sacrifices to obtain a college education, and to pursue (in a highly competitive world) a rewarding career, someone who utilizes his or her control of the classroom (in a conventional college) solely for instrumental political purposes is in the ethically untenable position of sacrificing concrete interpersonal obligations for commitments to very hypothetical societal transformations. The inescapable reality is that the vast majority of students of juvenile delinquency will be pursuing conventional college and professional careers, regardless of how charismatic and persuasive the radical professor is. A certain proportion (variable relative to the type of program or major) will eventually work directly with juvenile delinquents: as police or probation officers, as social or correctional system workers, as lawyers or therapists, or in some other capacity. The juvenile delinquency professor with a radical perspective may aspire to provide these students with a critical understanding of the socioeconomic roots and consequences of justice institutions, a humane and empathetic understanding of a structurally oppressed clientele, and at least an openness to supporting truly progressive changes in the social order.

But a consideration of tactical effectiveness also suggests that teaching juvenile delinquency critically ought not to be wholly at odds with a more conventional approach. Again, the reality is that most students in a juvenile delinquency course will be hostile toward, or at least resistant or indifferent to, a radical perspective. To dogmatically and insistently invoke a radical perspective (with all attendant emphasis

upon Marxist terminology) to the exclusion of all other perspectives and considerations, is likely to be thoroughly counter-productive. An effective critical perspective (as opposed to an ideologically "pure" one) exposes the various forms of structural oppression characterizing American capitalism and its role in generating delinquency itself as well as injustice to juveniles; but it doesn't "romanticize" or excuse vicious predatory delinquency, it doesn't uniformly condemn or belittle all things American, and it doesn't avoid contending with the various failures of existing socialistic systems in their responses to crime and delinquency. An effective critical approach to teaching delinquency provides students with an alternative to mainstream rhetoric and theory regarding delinquency; it doesn't engage in the futile promotion of manifestly false and distorted characterizations of the social reality they experience.

Basic Tenets of a Critical Approach to Delinquency

In my view, then, a critical (or radical humanistic) approach to teaching delinquency attends to the following objectives: First, the instructor incorporates a reflexive dimension into the course. He or she discusses the experiential and the ideological basis for an understanding of delinquency. A radical humanistic perspective begins with a direct challenge to conventional pretensions to "scientific objectivity." The claim here is not that any and all statements about delinquency are necessarily polemical, or that relatively objective research and analysis can't be carried out. Rather, the argument is made that our various experiences influence our perspective, as do our ideological commitments. And in my view we may have to acknowledge that our experiential, ideological, and scholarly understanding of delinquency can't always be easily, or fully, reconciled [see Friedrichs, 1981].

Secondly, the instructor directs special attention to a critical interpretation of the historical context within which delinquency and juvenile justice have evolved. While there have been some notable exceptions, mainstream approaches to juvenile delinquency have tended to be ahistorical. But contemporary delinquency and juvenile justice can only be properly understood as responses to a particular set of historical circumstances. The rise of industrial capitalism has produced an economically disenfranchised class of the young, with a substantial impact on the basic institutions central to a juvenile's life [Greenberg, 1981: 64]. And Anthony Platt's well-known book, The Child Savers [1969; rev. 1977] challenges conventional attributions of the origins of juvenile justice to humanistic impulses by revealing the instrumental and structural objectives of capitalist interests promoting the system. Whether or not the classical Marxist interpretation of history is adopted, an uncritical incorporation of a consensus-based history is clearly repudiated.

Thirdly, a critical approach to delinquency engages in the exposure of enduring features of the societal and institutional response to delinquency which are oppressive and inhumane. It can be stressed that exposés of these aspects of the response to juveniles have a long history, rooted especially in the "muckraking" tradition of the late 19th and early 20th century. And such exposés continue to be produced by journalists and others [e.g., Ken Wooden's Weeping in the Playtime of Others, 1976]. They are not in and of themselves radically-oriented, because they more typically call for reform as opposed to a fundamental restructuring of society. But the sharply focused, powerfully written exposé serves as an important prerequisite for the development of a radical consciousness. In fact it is probably safe to say that for most radical criminologists exposés of some kind initiated their movement toward a radical perspective.

Fourthly, then, a critical perspective on delinquency requires the adoption of a critical theoretical framework for the understanding of this phenomenon. Non-partisan conflict theory cannot appropriately be considered radical precisely because it is not committed to the promotion of fundamental social change; on the other hand I would disassociate myself from the position which holds that only the adoption of classical Marxist theory - itself open to variable interpretation - constitutes a valid radical commitment. Two basic grounds for my position are as follows: First, many features of the original Marxist formulations have been demonstrated to be excessively dogmatic and inapplicable to the contemporary situation, and concommitantly they have produced demonstrably mistaken projections. Secondly, orthodox Marxism has been historically insensitive to the preservation of many values and norms protecting human rights and enhancing human dignity. A critical perspective embraces some core dimensions of Marxist theory but does so undogmatically and without unilaterally rejecting the tenets and insights provided by other theoretical perspectives. It is oriented toward the promotion of a basic societal transformation, but not at the expense of an ends-directed disregard for fundamental humanistic values.

Finally, it follows from the preceding that a critical perspective aspires to develop a reading of radical theory specifically applicable to the deeper understanding of juvenile justice and juvenile delinquency. Such an approach to delinquency would insist upon challenging the broadly diffused tendency to direct excessive attention to juvenile delinquency relative to the amount of attention given to corporate and governmental crime. This is not a question of denying the harm done by juvenile delinquents; rather, it is a matter of according sufficient emphasis to the immense harm and devastating economic losses resulting from the activities of elites. Of course in the classical Marxist view the worst crimes are those committed in the name of capitalism, and the pursuit of profit. And the crimes of the proletariat and the wholly disenfranchised (the lumpen-proletariat) can be attributed to the stark poverty, brutalization of the human psyche, and the creation of false needs characteristic of capitalism. The laws pertaining to juvenile delinquency, and the actions

of juvenile delinquents, are ultimately seen as products of or responses to capitalist class conflict. In the earlier period of the emergence of a critical or neo-Marxist perspective in contemporary American criminology more emphasis was placed upon the class biases inherent in the operation of the juvenile justice system, as reflected in William Chambliss's well-known comparison of responses to middle-class and lower-class gangs, "The Saints and the Roughnecks" [1973]. More recent work has tended to focus upon the structural disenfranchisement of juveniles in a capitalist economy [see Greenberg, 1977]; different types of delinquency reflect responses to the conditions confronting juveniles in structurally different circumstances [Schwendingers, 1982]. Delinquency has thus been described as a latent outcome of the social reproduction process in capitalism; in effect, the structure of capitalist economic relations shapes the nature of social relations within various social institutions (e.g., the family, the school), and resulting erratic or aberrant patterns within the institutions of disadvantaged social fractions promote delinquency [Colvin & Pauly, 1983].

A critical perspective on juvenile delinquency implies at the least that a fundamental transformation of society is necessary. A revolutionary transformation is likely to strike most students as improbable, or undesirable, or both. But the objective of the critically-oriented instructor is to promote a form of consciousness among students which recognizes the impact of economic relations and is open to the possibility of an alternative economic system. Within the general framework of the existing system some effective fundamental reforms may be possible; Greenberg (1981: 66] asks whether we could lower the delinquency rate by more fully integrating juveniles into social and economic life. As for those students who will end up working directly with juvenile delinquents, in some capacity, one can impress upon them the political roots of the delinquency problem, and the juvenile justice agencies which respond to them. Joseph Bute, Jr., a youth services administrator, suggests that agency personnel recognize that their organization is part of the neighborhood economy, and join in mobilizing to attack the exploitive power of the micro-economy of the neighborhood [1981]. But in the final analysis each student will decide for himself or herself what level of commitment can be made to confronting structural injustice; the critically-taught juvenile delinquency course should provide the student with an informed basis for both understanding delinquency more deeply and for being open, in conjunction with appropriate objective circumstances, to participating in a socialistic transformation of the social order.

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3. Key Issues in Writing About and Teaching Juvenile Delinquency At The Undergraduate Level

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There are several complicating factors that must be taken into account in writing a textbook or planning and teaching a course on juvenile delinquency. These include the rapidly changing base of information on delinquency, the interdisciplinary nature of the field, the often faddish shifts between policy orientations, and the tendency of the media and even some academics to sensationalize information on delinquency. The requirements of a juvenile delinquency text and course are particularly demanding, for in addition to confronting the complicating factors, text and course usually must meet diverse student needs and expectations. Many students take a juvenile delinquency course because they seek answers to their questions about how to work with delinquents in practice, others take a course because they are interest in the theories that explain delinquency, and yet others sign up out of curiosity and fascination for a subject with considerable popular appeal.

In response to the complicating factors in the field of juvenile delinquency and the diverse expectations of our students, a central theme in our textbook, Juvenile Delinquency: Concepts and Control, (Englewood Cliffs, NJ: Prentice Hall, 1983) and in our teaching has been balance. There is a balance in emphasis on theory and practice. There is balance between surveys of a wide range of programs and theories, and in depth treatment of selected theories to show the effect of family on delinquency and selected programs, one a halfway house and the other a community prevention model. There also is balance in attention to theories and programs of historical importance and the more recent thinking and practice in the field of juvenile delinquency. Finally, there is a balance between abstract theories and plans for programs and concrete research evaluations to determine what the programs do and how well theories explain observed patterns of delinquent behavior.

A theme that tied together the many concepts and control programs that are relevant to juvenile delinquency is that there are close interconnections between our beliefs about delinquency, assumptions about who the delinquents are, theories of delinquency causation, and delinquency control programs. This theme is critical in convincing some of our students who have a practical orientation of the importance of studying theory, and for our more theoretically oriented students, the theme highlights the relationship of their interests to practical application. The theme also is helpful in directing students to understand the beliefs and theories that underlie their preferences for certain programs, and to critically examine their own preferences and the preference of others.

In presenting material on the patterns of delinquency and the characteristics of delinquent youths, students are acquainted with the standard sources of information, for example, the Uniform Crime Reports, surveys of victims, and self-report studies. More critical in ensuring that they will remain "up to date" as they enter practical jobs in the delinquency field or academic careers, we emphasize the strengths and limitations of the various indicators of delinquency. In the process, many myths about the nature of delinquency and the delinquent youth are challenged. For instance, despite newspaper and television accounts to the contrary, we are not currently beseiged by extreme increases of juvenile delinquency or by large numbers of teenage gangs. Similarly, girls have become more delinquent than they formerly were. but mainly in typically "female" crimes, such as shoplifting, not in their aggression against others.

The teaching of an ability to think critically continues in the area of delinquency theory. Students often view the many delinquency theories as if they are a multitude of equally plausible explanations, or as if they can simply be "added together" into one theory that identifies numerous causes. Neither of these approaches helps the student in making critical judgments necessary to weed out those that are based on questionable assumptions or that lack empirical support. Moreover, the tendency to simply combine multiple theories ignores the fact that they may rest on conflicting assumptions, or that one of the theories may be so poorly supported by empirical research that it should be discarded.

Another issue related to theory is that explanations of delinquency can benefit from broader understandings of adolescence and the problems of substance abuse and child abuse and neglect that impinge on many adolescents. By focusing on the characteristics of a normal adolescent, students can avoid overemphasizing the peculiarity of youths who come into contact with the juvenile justice system. In practice, this can result in less of the damaging labeling that has been so characteristic of our juvenile justice system. Similarly, a comprehension of the connections (and lack of connections) between delinquency and the other problems of substance abuse, child abuse, and neglect helps the student to appreciate the total life circumstances of a delinquent youth, rather than just focusing on one aspect of behavior. the breaking of a law.

As a transition from theory to program applications and treatment methods, it is critical to illustrate the transformation of abstract theories of delinquency causation into concrete programs. This transition does require an historical approach, which serves the dual function of showing the theory to program and treatment method connection and of identifying the methods for delinquency control that have been popular in the past. As with theory, the student benefits from a knowledge of recent evaluation results that indicate the success of various program approaches as well as the need to keep abreast of new evaluation findings. Consistent with our central approach to juvenile delinquency, students are guided to

analyzing the theories, assumptions, beliefs and empirical evidence that is relevant to a particular delinquency program or treatment method. Without this ability to analyze, it would be difficult to make sense out of the complex network of delinquency control programs and methods that are currently in use.

In sum, we have found that students are best served by teaching methods and a textbook that provides them with the skills to gather information about the patterns of delinquency, the delinquent, theories, and control methods. To this end, our text contains numerous citations to recent research and an up-to-date annotated bibliography. Moreover, our teaching and text are structured to impart the skills of critical analysis so that our students will be able to distinguish valid research evidence of the worth of a theory or program from fluctuations in the popularity of explanations and control methods for juvenile delinquency.

4. Advice To Teachers Planning To Write

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Lucille Dunn Kratcoski, Research Associate, Tallmadge, Ohio

The author's motivation for writing Juvenile Delinquency (Prentice-Hall, 1979) was the need for a textbook which covered all of the topic areas in a delinquency course in a depth and manner which the authors considered vital.

There are a number of good texts in juvenile delinquency available, and each one has its strengths and weaknesses. Some are strong in the areas of theory and delinquency causation, but relatively weak in material on the workings of the juvenile justice system. Others describe the operation of the juvenile justice system in detail and discuss various types of diversion or treatment programs, but devote little attention to theory. In our text, two additional topics, status offenders and child abuse, were given extensive treatment in separate chapters because these topics are of current and growing interest in the field of juvenile justice.

In our opinion, the best preparation for designing and writing a textbook is the experience of teaching a course in the textbook's area. As the instructor deals with the subject matter over a period of time and with varying student groups, the class notes on certain topics are enlarged upon, while others are reduced or even discarded. The time pressure of covering a variety of subject areas within a ten week term or a fifteen week semester gives the experienced teacher a realistic idea of how much material can be included in a textbook for this particular course and the amount of time which can be devoted to each topic. The final selection of topics and the amount of space devoted to each should be based on this experience.

Teaching experience also enables the potential author to observe the type of material and the method of presentation which capture a student's interest and provide openings for class discussion or motivate a student to delve into the subject more deeply. Examples which a student can relate to his or her own experiences or case studies which present practical application of principles are particularly important in this regard. Again, the question of balance is all important. A book with too many picture, case studies, or examples reduces its own impact by overkill. while one with none of these lacks appeal.

Discussions with colleagues who have taught the course for which a textbook is being prepared are very helpful in developing the final design. Information about the emphasis in such courses in various types of institutions (community colleges, small liberal arts colleges, large universities) can be gained through conversations at professional meetings. Consideration should also be given to the range of emphases in various

parts of the country, since the textbook will be marketed nationwide. When specific programs are described, they should come from varied sources, so that students can relate them to what is going on in their state or section of the country.

Discussions with criminal justice practitioners are also invaluable. They should focus on how well the knowledge gained as an undergraduate or graduate student prepared the individual for the field, both in general information and in specific knowledge. Practitioners can provide valuable suggestions on areas which are of great concern in their agencies at the present time and should be given more attention in a text, and they also are good barometers of the way in which the field is moving.

When descriptions of specific programs are included in a text, they should be chosen with great care. The author should keep in mind the length of time between the preparation of the manuscript, the publication date, and the years during which the book is on the market. Only programs which have a solid funding base, have been in successful operation for some time, and can realistically be expected to continue should be included. Otherwise, the author runs the risk of describing and referring to an agency or program which has gone out of existence.

The guidance of a competent editor is essential. Although the author's writing style is a personal skill which has already been developed, a talented and helpful copy editor can do a great deal to enhance the book's appeal. Readers from the academic discipline are also most helpful. However, their suggestions must be weighed against the author's own experience, with some accepted and others discarded. The author must have confidence in his or her own judgment as to what the makeup of the text should include.

Today, there is an emphasis on practical application of knowledge which is gained in any course. Sociologists and social scientists who are preparing textbooks should keep in mind that the courses for which they are writing are competing with those in other disciplines for the student's attention. The research and writing of Clifford Shaw and Frederick Thrasher are excellent examples of how application of theory and quality research took place in a natural laboratory (the city). These writers and researchers from the University of Chicago were able to relate their findings to the real world and involve the community in a very positive manner. Writers in juvenile delinquency or any criminal justice related field should remember that courses in delinquency, criminology, or other justice areas attract two types of students: those who are taking the courses to fulfill general requirements for graduation and those who are majoring in sociology, criminal justice, corrections, psychology, or a related field. The textbook must be general enough to provide students taking the course as a general requirement with an overview of the subject. It should be capable of giving the student enough realistic information about the field so that the student will know if this might be a subject area in which he or she would like to take additional courses or even pursue a major.

For students already majoring in sociology, criminal justice, psychology, or a related discipline. the textbook must provide a solid background in theory and causation. and also include structured material on the operation of the justice system, the interaction of the various facets of the criminal justice system, the latest research and trends in the field, and the direction in which the field is moving. It should provide a firm foundation for majors in these areas who will be taking additional and more specific courses on the undergraduate or graduate levels. Since these students have already indicated an interest in a career in the subject area field, the book should provide realistic descriptions of a wide variety of programs and activities and describe the pressures and problems related to them. as well as the successes which various efforts have produced.

Many programs in criminal justice or juvenile justice now include field placement or an internship period. Such a placement usually involves preparation of a log or monograph which describes the experience and relates it to material covered in college courses. If an annotated bibliography is included in a text, this can be invaluable to a field placement student for such an assignment. Such a bibliography is also a good source of assignments for term papers or book reports which may be required of students as part of the course. The annotated bibliography should include both classic theoretical and research studies in the subject area and very recent publications.

5. How To Brief A Case

Darrell L. Schlotterback
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Briefing a case means just that--writing a brief summary of the important elements of the case. Most students begin with the following format for briefing cases.

On the first line put the "style" of the case. On the second line put the court having jurisdiction and the date of decision. On the third line put the "citation." You may want to note on the side the page in which the case is found in the casebook.

The elements of the case include facts, issue, holding and the reasons for the holding. These should be written on only part of a page leaving room for class notes.

FACTS: What happened?

List the relevant events or circumstances that led to the litigation. Sometimes the facts are set out at the beginning of the case. Often the facts are scattered through the opinion as they become important. Tell what the decisions were in the lower courts, if any. Conviction reversed or affirmed?

ISSUE: What is the problem?

A case may include procedural or substantive issues or both. The procedural issue generally concerns the mechanics of the previous litigation. The substantive issue concerns the law that applies to the situation.

The issue is usually stated as a question.

HOLDING: Who won?

Judgment for the plaintiff (j/p) or judgment for the defendent (j/d)? What is the answer to the stated issues? Yes or no? What happened to the lower court decision? Reversed or affirmed?

REASONS: Why did the court hold the way it did?

The court may state its reasons clearly. Often, however, the court's reasoning is difficult to discern. Also, the reasons may mean much more or much less than the court admits.

Behind the given rationale of the case is the real life reason for the decision based on the political, economic, or social climate of the times.

LESSONS FOR THE COURSE: What does this case add to the topic you are studying?

Many things may be covered in the text of a case. Sometimes not all things are important to the topic you are studying. Sort out those things that are important and list them. In this fashion you will be building your knowledge of the overall course.

As you develop a briefing style that works best for you, remember that the issue and the reasons for the decision are generally the most important aspects of the case. You will also learn to adapt your briefs to the professor's style. Some professors ask for the facts in greater detail than others.

Remember that in brief writing the form is not the important thing. Your briefs should be a tool for you to use to organize your notes as your read cases, to participate in class discussion and to aid your memory when you write summaries.

Ex parte Crouse
Pennsylvania Supreme Court
4 Whart. 9 (Pa. 1838)

Facts: In 1838, Mary Ann Crouse's father attempted to free her from the Philadelphia House of Refuge on a writ of habeus corpus.

Issue: Was the refuge depriving the father of a natural right of parenthood and thus Mary Ann of her right to liberty?

Holding: No, judgment for the House of Refuge

Reasons: The right of parental control is a natural, but not an unalienable one. The object of the charity is reformation by training its inmates to industry; by imbuing their minds with principles of morality and religion; by furnishing them with means to earn a living; and, above all, separating them from the corrupting influence of improper associates. To this end, may not the natural parents, when unequal to the task of education, or unworthy of it, be superseded by the PARENS PATRIAE, or common guardian of the community? . . . the infant has been snatched from a course which must have ended in confirmed depravity; and, not only is the restraint of her person lawful, but it would be an extreme act of cruelty to release her from it.

Lessons for the Course: This case gives juvenile justice the concept of PARENS PATRIAE. the State as the ultimate parent.

People v. Turner
Supreme Court of Illinois, 1870
55 Ill. 280

Facts: Action by writ of habeus corpus against Turner and in behalf of Daniel O'Connell.

Issue: Does the legislature have the power to pass the laws under which this boy was arrested and confined ie was the law Constitutional?

Holding: No. Daniel was discharged from his confinement.

Reasons: (1) the child has been committed as neglected or dependent; (2) the father desires the custody of his child, and he is restrained of his liberty; (3) there is not a child in the land who could not be proved, by two or more witnesses, to be in this sad condition; (4) the principle of the absorption of the child in, and its complete subjection to the despotism of the State, is wholly inadmissable in the modern civilized world; (5) the parent has the right to the care, custody and assistance of his child; the municipal law should not disturb this relation, except for the strongest reasons; (6) can the State as Parens Patriae, exceed the power of the natural parent, except in punishing crime? (7) such a restraint upon natural liberty is tyranny and oppression; (8) all men, all people, everywhere, have an inherent and inalienable right to liberty. It is declared in the Constitution; (9) Why should children, only guilty of misfortune, be deprived of liberty without due process of law? (10) It cannot be said, that in this case, there is no imprisonment. This boy is deprived of a father's care; benefit of action; is committed for an uncertain time; is branded a prisoner; made subject to the will of others, and thus feels that he is a slave; (11) the Constitution is the highest law of the land; it commands and protects all.

Lessons for the Course: Note that this was a dependency and neglect case. The court might have held otherwise if it had been a delinquency case. This case was the last legal milestone in the classical era insofar as the history of children under the criminal law is concerned. It was the last notable victory for the Constitutionalists for nearly 100 years (A similar result was arrived at in Ex Parte Becknell, 51 p. 692 (Cal. 1897).)

In Re Ferrier
Supreme Court of Illinois (1882)
103 Ill. 367

Facts: After the Turner case in 1870 the Illinois legislature passed a new law to sequester "dependent" girls which required a detailed petition, notice to parents, and permitted a jury of six, and appointed counsel (some due process). The child came from an impoverished family, had an invalid stepfather, a brutal and perhaps deranged mother. She was a truant, a runaway, and a thief at the age of 9.

Issue: Was the State justified in removing the child from the custody of the parents who failed to meet proper standards and to appoint a guardian?

Holding: Yes, for the State, People v. Turner is distinguished from this case.

Reasons: (1) The State has the power to act by analogy to Parens Patriae; (2) current statute contained the necessary procedural mechanisms; (3) there was an available institutional repository; and (4) restraints were moderate.

Lessons for the Course: This case vindicated the positive child saving movement and cleared the way for the formation of the juvenile court in 1899.

Commonwealth v. Fisher
Supreme Court of Pennsylvania, 1905
62 A. 198

Facts: Fisher was a 14 year old boy indicted for larceny. He pleaded not guilty. The district attorney certified that criminal prosecution was not required. The court, sitting as a juvenile court, tried the case as a civil case to the court alone (no jury). He was committed by the court to the House of Refuge. Superior Court affirmed the order on appeal.

Issue: Was the Pennsylvania Juvenile Court Act of 1903 Constitutional?

Holding: Yes, for the State, judgments below affirmed.

Reasons: The court answered defense objections as follows: (ao) under its provisions the D was not taken into court by due process of law (aa) there was no violation of due process of law because there was no criminal offense nor punishment; (bo) he was denied his right of trial before a jury on the charge of the felony for which he had been arrested (ba) there was

no trial, there could be no jury; (co) the tribunal before which he appeared, and which heard the case and committed him, was an unconstitutional body and without jurisdiction (ca) the court has jurisdiction because it is a court of broad general police powers; (do) the act provides different punishments for the same offense by a classification of individual's according to age (equal protection) (da) it is salvation and not punishment of children which is at issue - no child under 16 is to be excluded from the beneficent provisions (rational classification) therefore the equal protection clause is not violated (but who will save us from the love of the State?); (eo) the act contains more subjects than one, some of which are not expressed in the title (ea) the act had been appropriately drafted - there was technical compliance.

Lessons for the Course: This case enunciates the doctrine of the era of socialized justice. It represented the last serious effort by the Constitutionalists to challenge the constitutionality of a juvenile justice statute. The Pa. supreme court held as did the Ill. supreme court that the statute was valid if it provided some standards of due process even though those standards differ significantly from criminal procedure standards of due process.

6. Guidelines for Student Research Reports

Timothy Fiedler
Carroll College

Objectives of the student research reports:

1. To research an area or topic within the broader field of juvenile delinquency that is of interest to you.

2. To come to some conclusions based on the research findings in the area investigated.

3. To share the results of that research with the class.

The report is to be based on an investigation of an area related to juvenile delinquency that is of interest to you and that we will not necessarily be covering in detail in class. The report is to be typewritten and is due on Tuesday 30 November. The content and form of the paper and references must conform to the standards outlined in the statement entitled "Standards and Guidelines Regarding Written Work in the Department of Sociology and Social Work." An outline of the paper and a list of references cited in the paper must be included as a part of the paper. Proofread and correct the final draft of your paper. Points will be deducted for late papers, for papers without the correct reference format and for papers with mechanical errors (misspellings, typographic errors, etc.).

The report should cover the three areas listed below. These should be treated as the major points in your outline and should appear as subheadings in the text of the paper.

I. The problem investigated
   A. What is the problem or area investigated?
   B. How is this problem related to the wider field of juvenile delinquency?
   C. Why is this an important area to investigate?

II. The Research Findings
   A. What are the findings in this area?
   B. Are there inconsistent findings or findings that can lead to more than one conclusion?

III. Conclusions
   A. What conclusions can you make?
   B. What conclusions can you not make?
   C. What areas are still left to be researched with regard to the problem?

7. General Guidelines for Internships

Patricia S. Watson
University of South Carolina

The purpose of the College of Criminal Justice is to provide students with a comprehensive overview and systematic background in criminal justice so that they will possess a common language, a fundamental knowledge base, and a mutual understanding of criminal justice problems. In addition, students acquire an understanding of the entire criminal justice system.

The internship program is available to undergraduates (CRJU 494) and graduate students (CRJU 794). With emphasis on research, practical learning, and a scholarly, well-written final report, the internship can be an important part of this total program. Internships take place in the final stage of the student's program, and they permit the student to increase his or her knowledge and personal growth through research and work experience.

Research for the internship paper will be related to the work experience or the agency placement and may be selected by the student or may be researched on behalf of the agency. The research topic will be selected in consultation with and approved by the internship coordinator.

Travel and supervision requirements necessarily limit the internships primarily to the Greater Columbia Area. However, in certain cases research may be conducted outside the area with the special permission of the internship coordinator.

Objectives of the internship are to provide students with:

(1) techniques and skills in research;
(2) an opportunity to acquire skills in dealing effectively with the agency's personnel and programs;
(3) an opportunity to apply academic knowledge and theory to practical problems;
(4) the opportunity to gain a greater understanding of the network of services, interest groups, and sources of power in decision-making which affect the delivery of criminal justice services; and
(5) a foundation which prepares the student for employment and/or further study.

UNDERGRADUATE INTERNSHIP REQUIREMENTS

Students are expected to work in the agency for a total of 160 hours during the semester. This is usually arranged in ten 16-hour weeks, allowing two weeks at the beginning of the semester for interviews and placement, and two weeks at the end of the semester for completing the paper requirement and preparing for finals. Time sheets will be provided by the internship coordinator and will be signed by the agency supervisor and submitted to the coordinator at least monthly.

Attendance at scheduled seminars during the period students are enrolled in the course is mandatory.

Students are required to submit a completed internship research paper and a final evaluation of the internship experience prior to being given a grade. In arriving at a final grade to be assigned by the internship coordinator, consideration will be given to the following:

(1) agency mid-term and final evaluation of the intern's work;
(2) attendance at scheduled seminars;
(3) grade assigned to the research paper;
(4) completion of the required number of hours;
(5) attitude and spirit of cooperation on the part of the intern; and
(6) contribution made by the intern to the work of the agency.

The student will provide the agency and the internship coordinator with the necessary copies of the research report or paper. The paper will follow guidelines established for the College of Criminal Justice term papers.

The final evaluation report on the internship experience will not be graded, but its submission is required as a part of the overall grade.

CRITERIA FOR SELECTION AND REGISTRATION PROCEDURES

(1) In selecting students for CRJU 494, preference will be given to students who are seniors and who have a cumulative grade point ratio of 3.0 or better. If internship placements are available, students who will be at least second semester juniors and who have a cumulative grade point ratio of at least 2.5 will be considered for the program.

(2) Students may state a preference for a particular agency placement, but the internship coordinator will make the final decision as to assignment of interns.

(3) Students must register for CRJU 494 or CRJU 794 during OSCAR (Optical Scanner Computer Assisted Registration) in the semester prior to that in which the internship will be taken. Approval of the student's academic adviser and of the internship coordinator is required prior to registration.

(4) Students will not contact agencies to develop their personal internship program. The internship placement will be coordinated through the internship coordinator.

(5) Students should note that they will not receive compensation for work performed as interns.

RESPONSIBILITIES

A. Student:

(1) Students will follow all rules and policies of an agency the same as regular employees, notifying the appropriate supervisor when they will be absent or late, complying with dress requirements, office decorum, and any other instructions given by the supervisor. Failure to do so will result in immediate termination of the internship.

(2) Supervision will be by the agency supervisor. Major problems that develop during the internship should be discussed with the internship coordinator for the College.

(3) Conduct should be exemplary at all times. Value judgments, criticisms of individuals, critical evaluations of agency operations or other adverse comments on other departments or individuals will not be permitted.

B. Internship Coordinator - College of Criminal Justice

Each semester the internship coordinator will conduct an orientation session which will include:

(1) expectations governing performance and conduct;

(2) information regarding internship policies of the various agencies and the College of Criminal Justice; and

(3) information on the types of programs assigned with possible alternatives to meet special needs.

The internship coordinator is responsible for the administration of the internships and performs the following tasks:

(1) contacts the agency that would be most appropriate to meet the student's needs;

(2) arranges for an agency interview for the student and provides a letter of introduction to the agency;

(3) arranges for evaluation of the student's work program;

(4) maintains communication with the student and the agency supervisor to insure that the student receives an experience worthy of academic credit;

(5) informs the Dean of the College of Criminal Justice and the student's academic adviser of the student's progress, whether satisfactory or unsatisfactory at midterm;

(6) upon completion of the internship, evaluates the student's final report and the agency supervisors report; and

(7) assigns the final grade.

C. Agency

The agency will:

(1) determine where a student can best serve the interests of the agency. (The student should be allowed to learn the important features of a number of units in the organization);

(2) familiarize appropriate agency personnel with the function of the internship program;

(3) be represented at meetings concerning the internship, and maintain liaison with the College of Criminal Justice internship coordinator regarding the intern and the internship program;

(4) assign a supervisor to direct the student, assign work, observe activities and evaluate performance of the student. (The agency supervisor should fit the schedule of the student into the agency schedule so that both participants obtain the maximum benefit);

(5) terminate the internship at any time the intern's conduct becomes unethical or unprofessional. (The internship program operates on a mutual agreement basis between the agency and the College of Criminal Justice, and it is to the mutual benefit of both to provide and encourage highly motivated criminal justice professionals);

(6) interview and approve candidates according to the conditions developed between the College of Criminal Justice, internship coordinator and the agency;

(7) establish the internship work program to coincide with the semester schedule, and

(8) provide for the orientation of the intern. (The orientation should provide an overview of the agency's activities and its organizational structure, as well as an introduction to executive personnel.)

D. Agency Supervisor

The agency supervisor is the person within any given setting to whom the student is responsible for work assignments and implementation of tasks and goals as set forth by the agency and the student's research or work assignment. It is the agency supervisors responsibility to:

(1) monitor the student's work to make certain that the student conforms to the work program;

(2) maintain close communication with the internship coordinator to keep the coordinator informed of the student's progress; and

(3) at the termination of the internship, submit to the internship coordinator a written report that includes a description of the duties performed by the student, an evaluation of the quality of the work performed, and any other pertinent comments.

E. Dean's Office, College of Criminal Justice

The Dean's office assumes responsibility for keeping on file, as per university regulations, all pertinent student records and evaluations.

The Dean's Office will provide supervision of academic status of the internship program. This includes a continuous evaluation of the internship program.

The Dean of the College of Criminal Justice, or the agency, has the right to terminate the internship in instances of unethical or unprofessional conduct by the intern.

Note: These pages were excerpted from a document entitled Internship Guidelines prepared by the College of Criminal Justice, University of South Carolina, Columbia, South Carolina, 29208. Dean Patricia Watson of the College of Criminal Justice will provide additional information for colleagues who request it.

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